St Andrew's SEND school information report 2025/26

Our School Information Report highlights some of the key points identified in Section 6.79 of the Code of Practice 2014 and should be read in conjunction with our SEND Policy (*please see website*).
All members of our teaching and support staff are committed to working with pupils, parents and where appropriate, outside agencies to ensure all pupils achieve their potential. The following information provides a summary of our SEND Policy and process of implementation at St Andrew's.

Under the new Code of Practice 2014 Barnet Borough have set out their 'Local Offer' which outlines all the provision they have available under the statutory duties for Local Authorities
https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/education-in-the-local-offer.html
The 'Ordinarily Available' document describes the provision available in all Barnet schools. Please follow the link to view this document.

https://www.barnet.gov.uk/dam/jcr:bf070e5c-bd73-4f0c-98cb-0ad644b2c1c3/2_Ordinarily%20Available%20Final%20May%202016.pdf
For information concerning personal Budgets please click the link below:

https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs/sen-personal-budgets.html
The 'Accessibility Plan' for St Andrew's can be located on our website in the SEND sections of the website.

What are the kinds of SEND that are provided for?	At St Andrew's we support children with a variety of needs. The four broad areas of need as identified in the 2014 Code of Practice are: 1. Cognition and Learning 2. Communication and Interaction 3. Sensory and Physical Needs 4. Social, Emotional and Mental Health Difficulties **Cognition and Learning** Children are supported through ***Quality First Teaching*** and ***differentiation*** at classroom level. This includes children with identified Specific Learning Difficulties such as dyslexia. Children are supported in and out of class by a variety of teachers, teaching assistants, and volunteers. In class, children are supported through the breaking down of tasks, provision of additional resources and targeted group work. Interventions are organised across the school to support the learning of pupils outside the classroom. These include: phonics catch up sessions, maths booster sessions, one to one/small group reading and comprehension **Communication and Interaction** Pupils may have difficulty knowing how to talk and listen to others in a conversation. They may demonstrate anxiety in busy, unpredictable environments. They could have difficulty making and maintaining friendships. Struggle in new or unfamiliar settings or demonstrate over/under sensitivity to touch, light, taste, sound, smell or colour. Children are supported through use of visual timetables and prompts, social stories, buddy systems, circle time, time out and social skills interventions including Lego Therapy. Some children display language needs ranging from pronunciation to comprehension difficulties **Sensory and Physical Needs** For the children under this area of need, the curriculum or their learning environment is adapted to suit their requirements. The school liaises with outside agencies to provide the best possible support. Actions such as reduced clutter, improved lighting and seating arrangements, pre-prepared work and 1:1 support are helping to meet the needs of this group. **Social, Emotional and Mental Health Difficulties** For those children demonstrating a specific need regarding their social and emotional development, provision which is additional to and different from that of the daily classroom availability is given. These children are supported both in and out of class in targeted groups by both the Learning Mentor and outside agencies. Personal plans are in place to assist children whose needs are identified as requiring more intensive support.

How do we identify pupils with SEND and assess their needs?	At different times in their school life, a child or a young person may have a Special Educational Need. The Code of Practice 2014 defines SEND as, 'A child or young person has SEND if they have a learning difficulty or disability which calls for Special education provision to be made for him or her'. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: • Has a **significantly** greater difficulty in learning than the majority of others the same age, or • Has a **disability** which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools and mainstream post-16 institutions. Where a pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that s/he has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND. Children at St Andrew's are tracked and monitored half termly through meetings held with the Leadership Team, informal meetings and Pupil Progress Meetings. Teachers evaluate their planning and look at the progress made by individual children against expected stages of progress. If a teacher has any concerns regarding a child in their class they discuss the concerns initially with the SENDCO, Learning Mentor or a member of the SLT. Some children require an individual learning plan (known as an IEP). These show the outcomes the children are working on and how they will achieve these. These plans are discussed with children and parents/ carers. If concerns persist, more formal assessment is carried out to identify key areas needing support. Outside agencies may be involved at this point as a referral and due process may be the best outcome. Outside Agencies with whom we work: • Speech and Language Therapists • Educational Psychologists • Barnet SEND (ASD) Advisory Team • BEAM (early years) • CAMHS (Child and Adolescent Mental Health Services/ Bereavement Charities)

How are children and parents supported if a Special Educational Need is identified?	We value the partnership we have working with parents/ carers of children with SEND. We strive to ensure every effort is made to establish and maintain good communication to enable adults at home to understand how their child is progressing. Parents are encouraged to speak with the class teacher in the first instance. If further clarification is required the class teacher may liaise with the SENDCO to discuss concerns. The school will ensure all pupils have access to the school curriculum and that resources (to include people) are deployed as necessary. Communication is established through: • Individual meetings • Parents' Evening twice a year • Annual Reports • Home liaison books for specific children • Annual review meetings for children with Statements of EHCPs. • Signposting to parents of events, training and support provided by Barnet Borough through their Local Offer
What are the arrangements for consulting young people with SEND and/ or parents thereby involving them in their child's education?	Children's contributions are valued; they are spoken with by members off staff and involved in the process when setting desirable outcomes. Children are also involved in pupil conferencing times with their class teacher. Successes are recognised and celebrated through the weekly newsletter. Families share occasions where children have achieved outside of the school day reflecting the value of the whole child in terms of their learning experiences. Children with Individual Learning Plans are consulted and those with Statements attend part of the Annual Review meeting.
What are the arrangements for assessing and reviewing progress of pupils with SEND?	If a learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching, intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in a four-stage process: **Assess, Plan, Do and Review.**

	• **Assess**: This involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments to include those from outside agencies. • **Plan**: This stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis for termly review meetings held as part of Parent/Teacher Consultations and pupil conferencing. • **Do**: Providing the support – extra assistance for learning or learning aids – as set out in the plan. • **Review**: Measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENDCo – contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TAs) to discuss progress of learners are held regularly, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT). Teacher observations, monitoring of books and planning, appraisal, planning meetings with the Educational Psychologist annually further contribute to this robust process.
What arrangements are there for supporting pupils with SEN in a transfer between phases of education?	Change can be challenging for children. A range of strategies are in place to aid transition at all stages for our pupils. Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible. **Reception:** Children here undergo an induction programme to enable staff to plan appropriate provision for when the child starts school. Where other pre-school agencies are involved, staff endeavour to visit the pupil in their current education provision and liaise with staff. **Joining within Year:** Arrangements are made for the pupil and parents/ carers to meet with the relevant staff and to be shown around the school. The SENCO will liaise with the previous school to discuss effective strategies and support already in place. **Transitions within school:** These take place in the Summer Term; arrangements for transition to KS1, KS2 and Secondary School for pupils with SEND will be planned according to individual need. During Year 6, information will be shared with the SENDCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will complete a Pupil Passport and visit their new school on several occasions and, in some cases, staff from the new school will visit the pupil at Christ Church School. When a pupil with SEND moves onto a new school, all relevant paperwork is forwarded to the new school and the class teacher and SENDCO will ensure they are fully informed of each individual child's needs.
What adaptations are made to the curriculum and the learning environment of	All children, including those with SEND receive Quality First Teaching and differentiation within class. Additional support or 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. A teacher or a trained teaching assistant may run these interventions. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

children and young people with SEND?	For a small number of learners, their needs may require access to technology e.g., modified ICT equipment, recording devices etc. While the majority of learners with SEND will have their needs met in this way. The school may need additional financial support to meet the specific needs of a pupil. A request for an Education, Health and Care Plan needs assessment may be made to determine whether it is necessary for the Local Authority to support the school to meet the needs of an individual pupil. (An EHCP is not a confirmation of a diagnosis) We adapt and review the curriculum and learning environment for the children with SEND according to the individual needs of the child. We follow ideas recommended by professionals and resources where possible. Evidence of adaptations to the curriculum and learning can be found in Learning Plans, Annual Reviews and our SEND Policy.
How do we evaluate the effectiveness of the provision made for children with SEND?	A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews may involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with parental consent. **This might involve:** Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a pediatrician. Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.
How are the teachers in school helped to work with children with SEND, and what training do the teachers have?	The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, for example autism spectrum disorder (ASD) or speech and language difficulties. Individual teachers and support staff attend training courses run by the Local Authority and outside agencies that are relevant to the needs of specific children in their class. Trainers are also invited to deliver training to the whole staff in school. Other learning support assistants with responsibility for specific children have regular training to ensure they are knowledgeable in regards to the needs of the child they are supporting.
What support is in place for improving emotional and social development?	We recognise that some children have extra emotional and social needs to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties. We believe children achieve best if they are happy and engaged. Successes are celebrated and a culture of praise and expectation exists. The school provides opportunities for its pupils to work with staff to explore key areas that may be causing anxiety or stress. These sessions may be conducted outside of the classroom, but may be addressed directly through class circle times and the curriculum. Strategies are in place through everyday classroom support. All classes follow a structured PSHE (Personal, Social, Health end Economic education)

	. However, for those children who find aspects of this difficult we offer: • A social skill, team building and communication skills group run for identified children. This sometimes run 1:1 or in small groups with either the Learning Mentor or TA (this will depend on the needs of the individual) • Lego Therapy for children to learn how to co-operate with one another in a small group • Lunchtime and playtime support through planned activities and groups We have been given clear guidance on how to support the social development of children with Autism and social communication difficulties through the assistance of outside agencies. This includes strategies such as visual timetables, specific support for identifying emotional triggers and targeted small group interventions.
How are children with SEND able to engage in activities available to children in the school who do not have SEND?	At St Andrew's we provide an inclusive learning environment where all children are treated equally and have access to all of the opportunities we provide. Children with SEND are fully included in daily activities and where necessary, additional support is provided to enable this to happen. Children have access to Sports Clubs before and after school in addition to more creative experiences such as drama. Children participate in the organised trips and residential school journeys, where appropriate adaptations are made to ensure the child is safe and learning is maximised whilst opportunities for social experiences remain. Appropriate funding is secured where possible above that of the school's delegated budget to further facilitate inclusion for all groups of pupils with SEND (to include Disability Access Funding). The high expectations of all our learners are extended to those with SEND.
How do the school and governing body, including health and social	At St Andrew's school, all staff work together to support children with SEND EAL, behaviour difficulties, social difficulties and a range of other learning needs. The school has an appointed SENDCO and Learning Mentor known to all stakeholders. Class teachers in the first instance and SEND leaders can be contacted via appointments made through the school office. Barnet Borough provide effective links with outside agencies who support the process of assessment

support services and organisations, assist in meeting the needs of Pupil's with SEND and supporting their families?	An Educational Psychologist and advisory Teachers from Barnet's SEND service provide support and recommendations for a range of our children and their families including those with Autism. The Borough provides medical practitioners such as the School Nurse and accessibility to CAMHS (Child and Adolescent Mental Health Services) The school appointed SEND Governor works in collaboration with the SENDCO to ensure the needs of the pupils and their families are met.

How do we address concerns and handle complaints from parents of children with SEND about provision made at the school?	At St Andrew's School we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If a parent has concerns or questions regarding provision, they are encouraged to contact the class teacher in the first instance. Any further concerns should be discussed with the SENDCO. Support can also be gained from the Borough in the form of SENDIASS (formerly Parent Partnership) who can provide advice to support specifically to parents or carers of children with additional needs. In the unlikely event a concern is not resolved, parents are directed to our Complaints Policy (located on the website) and asked to put their concern in writing to the Chair of Governors where this will be investigated.
How are children who are looked after by the Local Authority and have SEND, supported?	Children who are looked after and have SEND will have a Learning Plan and a Personal Education Plan. The impact of this is monitored by Social Services or a family liaison officer provided by Barnet Children and Families. Learning Plans outline specific targets agreed with the children and their families/ carers under the strands of Assess, Plan, Do and Review. These documents support children in accessing their learning and in moving them on in targeted areas; these are reviewed and adjusted three times a year to encourage progression in learning.