Ambition Education Trust

Sandringham School

Annual SEND information report 2026-2027

Introduction

Sandringham aims to embrace the needs of all students and has a whole-school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse and often complex learning needs, setting suitable learning challenges and overcoming barriers to learning.

Sandringham is an inclusive school that believes strongly that all students, regardless of ability, background or ethnicity, have the right to participate in and enjoy all aspects of school life, and have the opportunity to meet their full potential.

We maintain very close links with our feeder primary schools in order to ensure that important SEND information on young people is shared appropriately. As well as working closely with our specialist advisors at County and our professional partners in the NHS to ensure that support and provision is provided as seamlessly as possible.

If you require additional information, we would encourage you to visit the school on our annual open evening or morning tours. Our Acting SENDCO Ellen Weston, can be contacted here: durrantc@sandringham.aetrust.uk

Key Questions:

1. **How does Sandringham know if a student needs extra help and what should I do if I think my child may have special educational needs?**

- We have robust transition planning and work closely with our local primary school to support SEND students in Year 6 to plan their transition to Sandringham
- We use effective baseline assessment tests and monitor student progress in order to identify those who are making slower progress than their peers.
- School staff who have concerns about a student can refer him or her to the Learning Support Department.
- Parents who have concerns about their child's progress can discuss this with their child's form tutor or relevant subject teacher, but if the difficulties persist, can contact the SENDCO for advice.
- Students can also speak to any member of staff if they have concerns.
- Sandringham also recognises that not all needs necessarily fall exclusively under SEND and as such we work closely with the pastoral teams in supporting students.

2. **How will school staff support my child?**

- The best support for all students, including those with special educational needs, is high quality classroom teaching. As a high performing school, we place great emphasis on ensuring that the quality of teaching delivered meets the needs of all our students.
- We know that some young people require additional support and this is provided in the classroom or through additional interventions that are accessed according to student needs.

3. **How will I know how my child is doing?**

- Parents are invited to formal IEP review meetings during two dedicated SEND Consultation Days each year. IEP progress is also reviewed during standard Year Group PTCs, as well as during Pastoral Review Days for targeted students.

- All students with SEND are issued with an Individual Education Plan (IEP) in addition to a class profile which is available to parents, staff and key stake holders.
- Parents of students with an Education, Health and Care plan are invited to an additional annual review meeting with the Learning Support Department.
- Robust rewards and celebration system to congratulate and celebrate students for noteworthy contributions and success.
- Parents receive termly reports showing the progress their child is making in relation to each subject.
- Parents can make contact with Learning Support Department on an ad-hoc basis to discuss specific issues or areas of concern.
- Parents are able to access their child's behaviour record and assessment outcomes electronically.

4. How will the learning and development provision be matched to my child's needs?

- Sandringham uses teacher assessment as well as the results of any specific screening or baseline testing in order to match provision to needs.
- All staff have specific guidance and key information to best support students with SEND.
- The SENDCO and learning Support Team advises teaching and other relevant staff with regard to individual student's specific needs.
- Advice from external professionals can be sought and used to implement specific strategies or to access particular resources or equipment.
- Screening for Access Arrangements for all formal exams from Year 9 onwards.
- There is some setting by ability in core subjects so that students who are working significantly below the level expected for their age may be taught in classes where the teaching and support is highly focussed in order for them to make progress.

5. What support will there be for my child's overall wellbeing?

- Careful transition planning and both ends of the school journey
- Planned Pre-visits for vulnerable students
- Nurture groups, buddy/peer support and Lunchtime Sanctuary clubs
- Access to trained counsellors
- Support programme form DSPL7's Outreach Teams.
- Increased parental contact
- Liaison with identified key member of staff
- Hertfordshire's Educational Support for Medical Absence (ESMA)
- School Attendance Officer

6. What specialist services and expertise are available at or accessed by the school?

Area of Support	Services Provided
Therapies (Occupational Therapy, Physiotherapy, Speech and Language Therapy)	Support for physical, sensory and communication needs, with advice and training for schools and families.

Advisory Teaching	Specialist advisory teachers for Speech, Language and Communication Needs (SLCN), Autism, Specific Learning Difficulties (SpLD), and Down's Syndrome.
School Outreach Services	Outreach from Collett Special School, Cedars Outreach and Support Base, and Links Academy Trust Behaviour Outreach Team.
Educational Psychology Service (EPS)	Assessments, advice and training provided by educational psychologists.
Therapeutic and Mental Health Support	Services such as NESSie (North East Schools Support in Education) and the Neurodiversity Support Hub.
Parent and Carer Support Charities	ADD-vance, Angels, SPACE Hertfordshire, Lending SPACE, Up on Downs, Herts Parent Carer Involvement (HPCI), and SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).
Early Years SEND Team	Support for children aged 0–5 with developmental needs and transitions into school.
School Self-Evaluation and Improvement	Herts for Learning (HfL) SEND advisers, Benchmark and Planning Tool (B&PT), and SEND Toolkit.

7. What training have the staff supporting young people and young people with SEND had or are having?

- All staff received annual training and updates of key students with SEND
- Staff in the Learning Support Department receive specific training in areas of SEND, in relation to the needs of individuals or the four broad areas of need: social, emotional and mental health, cognition and learning, communication and interaction and sensory and physical.
- The Learning Support team works closely with external professionals to implement their advice for specific students with SEND.

8. How will you help me to support my child's learning and how will I be involved in discussions about, and the planning for my child's education?

- We deliver specialist interventions and support programmes where appropriate.
- Home-School agreement.
- All students with SEND are issued with an Individual Education Plan (IEP) which is available to parents. Parents are invited to SEND consultation appointments to discuss their child's provision during Pastoral Review Day, year group parent teacher consultations and one additional SEND PTC day during the summer term.
- Homebased Learning available online through Google Classroom.

- The annual SEND report and the sharing of information over a range of platforms.
- SENDCO, Assistant SENDCO, and subject teachers are available to contact throughout the year.

9. How will my child be included in activities outside the classroom including school trips?

- Sandringham is committed to including students with SEND in activities outside of the classroom, including school trips and extracurricular activities, and will make all reasonable adjustments to do so.

10. How accessible is the school environment?

Sandringham has a well-established site that has been developed over many years, meaning some of our buildings are quite old, however we are in regular consultation with the relevant expert bodies, with the aim of making as much of the school accessible to those with disabilities. However, some challenges due to the building designs and site layout do remain. We recommend that parents visit our site at the annual open evening to make their own assessment of suitability, and contact us to discuss any specific requirements.

Adjustments to increase the levels of accessibility across the school site include: -

- Painted handrails around the site
- Adapted entrances and ramps into older blocks
- Edges painted on stairs and low overhanging structures
- Some automatic doors on our Staff Development Area
- Good acoustics across the site
- Wide paths and stairs around the campus
- Well-lit learning spaces and corridors
- Clear signage around the campus

Sandringham continues to plan for increased accessibility of provision for all students , staff and visitors to the school (see Sandringham's Accessibility Plan). Our main priorities are improving and increasing the extent to which disabled students can take advantage of education, associated services and all facilities within the school.

11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Sandringham offers a full transition programme to support students transferring from Year 6 to Year 7. Provision includes two additional visits to the school site, a dedicated parent information session, and virtual 1:1 meetings between parents and a member of the Learning Support Department.
- A robust framework is in place for supporting students and parents in transferring from KS3 to KS4, 5 and beyond.
- Liaison with local colleges and places of Higher and Further Education for students who have Education Health Care Plans.
- Sharing of Access (Exam) Arrangements information.
- Links with Hertfordshire's Services for Young People (SfYP) including the Hertfordshire Careers Service, who are involved with supporting students in their transition to Further Education.

12. How are the school's resources allocated and matched to young people's special educational needs?

- Money is allocated for children in Hertfordshire mainstream schools, including those with SEND, through the school budget.
- Support is planned according to student need, taking account of any provision requirements outlined in Education, Health & Care plans.
- We use our resources in a range of ways, such as providing smaller Key Skills teaching for students working significantly below age-related expectations.
- For students with significant and complex needs, the school can apply for top up funding through the Local Authorities Higher Needs Funding (HNF) stream.

13. How is the decision made about how much support my child will receive?

- This is dependent on provision outlined in Education, Health & Care plans or Personal Education Plans for Looked after Children.
- Support decisions are informed by baseline assessments, prior attainment, and rates of academic progress, alongside considerations of a student's social, emotional, and overall wellbeing.
- Teaching Assistant support and targeted interventions are allocated according to need, prioritising students who require adjustments beyond universal high-quality teaching.

14. If I have more questions about my child at <<insert school>>, who can I ask?

At Sandringham we are very happy to speak to you about any aspects of your child's education. It is best to contact admin@sandringham.aetrust.uk to arrange to speak to one of the following in this order:

- Form tutor or Performance Director for pastoral concerns.
- Relevant class teacher or Director of Learning
- The Learning Support Department – SENDCO/Assistant SENDCO
- Assistant Head
- Deputy Head
- The Headteacher

15. Where can I find information about the local authority's Local Offer of services and provision for young people with special educational needs and disability?

The Local Authority's Local Offer that outlines support and services for SEND available within Hertfordshire is available here: www.hertfordshire.gov.uk/localoffer

- Services for parents, carers and families (hertfordshire.gov.uk) From this page you can find all the different types of support that parents and carers of children and young people with SEND might be able to access, including information on support groups, mental health, parenting courses and how to access services such as SENDIASS.

- Getting help at school from your SENCO (hertfordshire.gov.uk) This page explains what the role of a SENCO is, and how parents, carers, and SENCOs can work together to achieve the best results for a pupil.

- If your child is too anxious to go to school (hertfordshire.gov.uk) This page is designed to help parents and carers whose children's attendance is low due to anxiety, and has advice on how to support them and where to go for help.

- Contact a SEND service (hertfordshire.gov.uk) This page has contact details of the different SEND services, including details of Advice Line for Educational Psychologists, the Speech Language Communication and Autism team, the Specific Learning Disabilities team and others.

- New to SEND (hertfordshire.gov.uk) This page has information and advice for those whose children have just been diagnosed with SEND, or have suspected SEND.

- DSPL7 (dspl7.org.uk) This site provides local information, services and support for children and young people with SEND in the St Albans and Harpenden area, including parent support, therapeutic services, advisory teachers, training opportunities and resources for schools and families.

Interventions

The following range of provision and support may be offered after consideration of an individual student's SEND needs, taking account of prior attainment data, the views of external professionals, their teachers, their parents and the student themselves.

Intervention
Social Skills programmes/support, including strategies to enhance self-esteem ● 'Buddy' system for year 7 ● Social Skills intervention groups ● Sanctuary Club run by Teaching Assistants (TA) ● School Counsellor or mentors
Access to a supportive environment – ICT facilities/equipment/resources (Inc. preparation) ● Supportive transition process, extensive communication with primary schools ● Bring your own device ● Prompt cards and colour coded timetables to support student organisation ● WP/ICT available to be borrowed according to need/Use of own laptop in school ● Specialist equipment to access the curriculum supported by the specialist teachers from the VI, HI, PNI teams
Strategies/programmes to support speech and language ● Interventions from a speech and language therapist supported by (TA) ● Pre-teaching of strategies and vocabulary for individual students
Mentoring activities ● Peer mentors available to all year groups ● Support from sixth form mentors ● Specialist support available through SLA, Pupil Premium (PP) Co-ordinator and the schools' wellbeing team.

Access to strategies/programmes to support Occupational Therapy/Physiotherapy

- Interventions from an Occupational or Physiotherapist delivered through specialist teachers from the relevant advisory service as required

Strategies to reduce anxiety/promote emotional well-being (including communication with parents)

- Planned programme of support from a learning mentor/ Tutor/ Performance Director (PD)
- Time-Out Cards
- 'Skip the Queue' cards
- Emotional Regulation intervention groups
- Groups to support emotional well-being and external support from DSPL7
- Families First Assessment
- Virtual Schools
- School Counsellor

Strategies to support literacy development and reading

- Sixth Form Reading buddy programme
- English Fluency Program
- Fresh Start Phonics
- That Reading Thing
- That Spelling Thing
- Class profiles which signpost effective strategies to support a student's literacy and reading development.
- Ensuring there is space in the curriculum for all students to develop their reading skills
- Ensuring there is provision for students to develop a love of reading through extracurricular opportunities

Strategies to support numeracy development

- Setting of Maths classes from Year 7
- Targeted short-term small group interventions for students whose attainment levels are below expectation
- Access to concrete/multisensory materials in lessons to embed concepts
- Provision of Maths software to support learning
- 6th Form Tutors

Strategies to support modify behaviour

- Use of the school behaviour policy (available on the school website)
- Support from learning mentor/ Tutor/ Performance Director (PD) /SLA/PP Co-ordinator
- Pastoral support plans
- Support from DSPL7's Outreach team
- Social skills group intervention

Provision to facilitate/support access to the curriculum

- Teachers provide adapted or differentiated materials to support students with additional needs
- Barriers to learning are identified on IEPs and class profiles, with strategies shared for how best to support or engage learners
- Staff Training
- Interventions are available to enable students to overcome their barriers to learning
- 1:1 or small group learning
- Screening for Access Arrangements for all formal exams from Year 9 onwards
- Access to specialist equipment according to need

Strategies/support to develop independent learning

- Access to personal ICT
- Use of visual timetables and check lists
- Differentiated and adapted curriculum and homework
- Personalised targets for students
- Access to a broad and balanced curriculum
- Targeted short-term small group interventions for students with attainment levels below expectation

Support/supervision at unstructured times of the day

- School has open access policy for all year groups
- Sanctuary Club during lunchtimes for students
- Teaching staff are on duty during unstructured time
- Lunchtime clubs
- Respite in quiet and supervised areas of the school

Planning and assessment

- Regular review of targets with student and parents during parent-teacher consultation events
- Close working practice between Learning Support, Pastoral, Safeguarding, Well-being and Pupil Premium Teams
- Directors of Learning (DoLs) Meetings
- Meetings with key staff
- Screening for Access Arrangements for all formal exams from Year 9 onwards
- A student's individual progress are routinely monitored against their subject targets
- Education, Health and Care (EHC) plans where appropriate

Liaison/communication with professionals/parents, attendance at meetings and preparation of reports

- Liaison with a wide range of professionals
- Telephone/e-mail contact with parents
- Parent-teacher consultation events
- Google Classroom
- Student reports issued at the end of each term

Access to medical interventions

- Strategies for the use of personal medication
- Access to First Aid trained staff on site
- Individual protocols for children with significant medical needs and allergies
- Individual support plans for students with short term medical needs
- Individual risk assessments
- Liaison and collaboration with Education Support for Medical Absence (ESMA) teachers
- Access to specialist advice as required