



# St Adrian's SEND Information Report

2026 - 2027

*To learn, to love, to live as a community of God with Christ as our teacher.*

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## Our School



### **Our School Vision**

Our vision is to be an outstanding Catholic school in the Mercy tradition that provides an excellent all round education for every pupil in the school.

At St Adrian's all staff set high expectations and foster a culture of aspiration which enables students to develop as independent learners with the resilience, confidence and the skills necessary for lifelong learning. This will prepare our pupils for the next stage of their education and their life within and beyond our school.



## Special Educational Needs

At St Adrian's we support a variety of children with Special Educational Needs and we pride ourselves on being a highly inclusive school with a catholic ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND Code of Practice 2014:

|  |                                     |
|--|-------------------------------------|
|  | Cognition and Learning              |
|  | Communication and Interaction       |
|  | Social, Emotional and Mental Health |
|  | Sensory and Physical                |



## Meet our SENDCO



The SENDCO is **Mrs K Hart**

If you would like to contact Mrs Hart, please call school on 01727 852687 or email [inco@stadrians.herts.sch.uk](mailto:inco@stadrians.herts.sch.uk)



## Identifying and Assessing Need

At St Adrian's we work closely as a team and are committed to working with families towards early identification of SEND as research has shown early identification gives children the best chance of being successful learners.

If staff have concerns about a child they discuss this with parents and seek advice from the SENDCO around supporting these emerging needs. If concerns persist staff will fill out a Concern Form and the child will be placed on the monitoring register.

This begins the **Graduated approach** and the cycle we follow of 'Assess, Plan, Do, Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting.

During this meeting together we will generate an **individual learning plan** for your child, writing targets that your child is working on and planning how we will support them to achieve those targets. Your child may be on this plan for a short time or a long time and we will invite you in once a term to discuss and review this plan.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff and families can access Hertfordshire's Ordinarily Available Guidance (September 2025) to help support children's learning within the classroom and at home.



## Our approach to teaching children with SEND

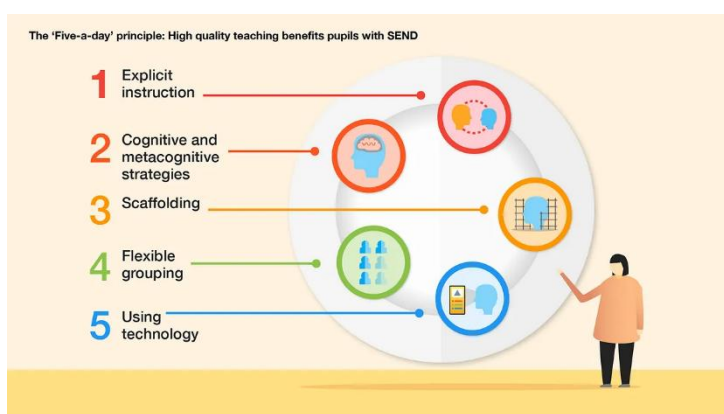
We are an inclusive school and use research driven approaches when supporting our pupils with their learning.

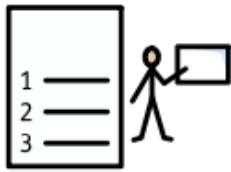
The SEND Code of Practice states that “high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” Research from The Sutton Trust demonstrates that High Quality Classroom teaching can make up to 1.5 years of progress in a single academic year when taught by highly effective teachers.

Teachers adapt their high-quality teaching to cater for their pupils’ needs using research based guidance from a range of sources including the EEF.

We use the EEF guidance ‘Five-a-day’ and embed the key principles into all our lessons.

We use the recently produced Ordinarily Available Provision guidance produced by the Local Authority to complement our teaching.





## Curriculum Adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

|                                                                                                           |                                                                                                            |                                                                                                        |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <br>Visual Timetables    | <br>now next board      | <br>task planners   |
| <br>Assistive technology | <br>peer                 | <br>marking         |
| <br>word banks         | <br>word banks          |                                                                                                        |
| <br>timers               | <br>Positive behaviour   | <br>ear defenders   |
| <br>sensory diet         | <br>explicit instruction | <br>self-assessment |



## Key Documents

### EHCP

An education, health and care plan (EHCP) is a legally binding document that:

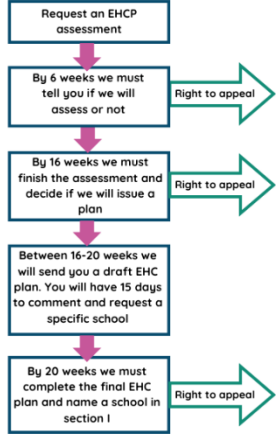
- Describes all of the special education, health and care needs of the child or young person which relation to their individual needs
- Sets out all of the extra help and support they will need over and above reasonable adjustments that they will need to overcome barriers to their learning
  - Identifies meaningful educational and other outcomes that are the priority for the child or young person as they prepare for adult life.

### EHC Assessment (EHCNA)

An educational, health and care plan needs assessment is typically completed in collaboration with the school or through a GP.

During an EHCNA professionals such as teachers and health professionals provide information for the assessment. If it is concluded that additional special educational provision is needed to meet your child's needs, an EHCP will be issued.

Once you have been issued with an EHCP you will be offered a review of the EHCP carried out by the school at least once a year to ensure it stays up-to-date and continues to provide the

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|                                                                                                                                                                 | <p>best support your child or young person needs. There are different types of review, if your child is aged between 0-5 for example, or if there's been a change in your circumstances such as changing schools.</p> <p style="text-align: center;"><b><u>Timescales</u></b></p> <p style="text-align: center;"><b>EHCP timeframes</b></p>  <pre> graph TD     A[Request an EHCP assessment] --&gt; B[By 6 weeks we must tell you if we will assess or not]     B --&gt; C[By 16 weeks we must finish the assessment and decide if we will issue a plan]     C --&gt; D[Between 16-20 weeks we will send you a draft EHC plan. You will have 15 days to comment and request a specific school]     D --&gt; E[By 20 weeks we must complete the final EHC plan and name a school in section I]     B --&gt; B1[Right to appeal]     C --&gt; C1[Right to appeal]     E --&gt; E1[Right to appeal] </pre>                                   |
|  <p style="text-align: center;"><b><u>Staff Training and Support</u></b></p> | <p>At St Adrian's we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.</p> <p>When a new staff member joins the school, we ensure they understand the systems within the school and they are given information about the children they are working with.</p> <p style="text-align: center;"><b><u>Monitoring and Development</u></b></p> <p>The school has a development plan which includes identified training needs for all staff aimed at improving the teaching and learning of all children, including those with SEND.</p> <p>The senior leadership team within the school are constantly monitoring needs within the school and where an area of concern is highlighted, whole school training can be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that can be used.</p> <p>Some of our staff have completed training in the following areas:</p> |

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|                                                                                                                                         | <table><tr><td><br/>Lego Therapy</td><td><br/>Sand Therapy</td><td><br/>Specific Learning Difficulties</td></tr><tr><td><br/>Phonics</td><td><br/>Draw and Talk</td><td><br/>Autism (Level 1)</td></tr><tr><td><br/>Zones of Regulation</td><td><br/>ELSA</td><td><br/>STEPS</td></tr><tr><td><br/>Speech and Language</td><td><br/>Wellcom</td><td><br/>Attention Autism</td></tr></table> | <br>Lego Therapy                     | <br>Sand Therapy                | <br>Specific Learning Difficulties | <br>Phonics                    | <br>Draw and Talk                  | <br>Autism (Level 1) | <br>Zones of Regulation | <br>ELSA | <br>STEPS | <br>Speech and Language | <br>Wellcom | <br>Attention Autism |
| <br>Lego Therapy                                       | <br>Sand Therapy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <br>Specific Learning Difficulties |                                                                                                                   |                                                                                                                       |                                                                                                                 |                                                                                                                      |                                                                                                         |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |
| <br>Phonics                                            | <br>Draw and Talk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <br>Autism (Level 1)               |                                                                                                                   |                                                                                                                       |                                                                                                                 |                                                                                                                      |                                                                                                         |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |
| <br>Zones of Regulation                                | <br>ELSA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <br>STEPS                          |                                                                                                                   |                                                                                                                       |                                                                                                                 |                                                                                                                      |                                                                                                         |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |
| <br>Speech and Language                                | <br>Wellcom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <br>Attention Autism               |                                                                                                                   |                                                                                                                       |                                                                                                                 |                                                                                                                      |                                                                                                         |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |
| <div></div> <div><u><b>External Agencies</b></u></div> | <p>Sometimes it may be necessary to gain advice and equipment from an external agency. If your child needs specialist support from an outside agency we will always discuss this with you first.</p> <p>We work with the following agencies:</p> <table><tr><td><br/>Speech and Language Therapists</td><td><br/>Educational Psychologists</td></tr><tr><td><br/>Occupational Therapists</td><td><br/>Family Support Workers</td></tr><tr><td><br/>Specialist Advisory Teachers</td><td><br/>School Nurse</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                  | <br>Speech and Language Therapists  | <br>Educational Psychologists | <br>Occupational Therapists        | <br>Family Support Workers | <br>Specialist Advisory Teachers | <br>School Nurse   |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |
| <br>Speech and Language Therapists                    | <br>Educational Psychologists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                       |                                                                                                                   |                                                                                                                       |                                                                                                                 |                                                                                                                      |                                                                                                         |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |
| <br>Occupational Therapists                          | <br>Family Support Workers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                       |                                                                                                                   |                                                                                                                       |                                                                                                                 |                                                                                                                      |                                                                                                         |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |
| <br>Specialist Advisory Teachers                    | <br>School Nurse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                       |                                                                                                                   |                                                                                                                       |                                                                                                                 |                                                                                                                      |                                                                                                         |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |
| <div></div> <div><b>Pupil's Views</b></div>          | <p>Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                       |                                                                                                                   |                                                                                                                       |                                                                                                                 |                                                                                                                      |                                                                                                         |                                                                                                          |                                                                                            |                                                                                              |                                                                                                          |                                                                                               |                                                                                                         |

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|                                                                                                                                         | <table><tr><td></td><td></td><td></td></tr><tr><td>Self- Assess how they are doing</td><td>Attend meetings and help decide the support needed</td><td>Feedback and Review Progress/Interventions</td></tr></table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |  |  | Self- Assess how they are doing | Attend meetings and help decide the support needed | Feedback and Review Progress/Interventions |
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| <div><p><b><u>Parent Consultations</u></b></p></div>   | <p>At St Adrian’s we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We hold drop-in sessions every term and Mrs Hart is available for meetings throughout the year to discuss any concerns.</p> <p>We also host SEND coffee mornings throughout the year where parents can meet up and support each other in a safe environment.</p> <p>During these sessions we gather parent feedback on SEN provision at St Adrian’s, direct to training courses and support groups and offer opportunities to meet up with outside agencies.</p> <p>For children who have an Education, Health and Care Plan, Individual Learning Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child’s learning, looking at the progress they have made, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.</p> <p>During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.</p> |                                                                                     |                                                                                    |                                                                                     |                                 |                                                    |                                            |
| <div><p><b><u>Evaluating Provision</u></b></p></div> | <p>Termly pupil progress meetings are held with the Senior Leadership Team (SLT) and the teachers, where all children’s progress is discussed and where needed, changes made to their provision.</p> <p>For children with an Individual Learning Plan, their progress against their targets is regularly reviewed as part of the Graduated Approach ‘Assess, Plan, Do, Review’ cycle and termly meetings are held with families to review this. These meetings are used to celebrate your child’s learning, looking at the progress they have made, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.</p> <p>When children join St Adrian’s a baseline assessment is carried out after six weeks to establish where children are working and</p>                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |                                                                                    |                                                                                     |                                 |                                                    |                                            |

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|                                                                                                                    | <p>help us to monitor the impact of any intervention or provision that is put in place.</p> <p>Annual reviews are held for those with an Education and Health Care Plan.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  <p><b><u>Transitions</u></b></p> | <p><b>Transition into Nursery:</b> We hold a parent and carer session in the summer term for our new nursery starters, providing parents with the opportunity to meet with the class teacher. The nursery and reception teachers will carry out either a home visit or a visit to their current setting. Following this, children will be invited in in small groups for a stay and play session one morning to get to know their new classmates and teacher. In September, once the term begins children will begin the term with a staggered start to aid their transition into the setting.</p> <p><b>Nursery to Reception:</b> We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher. The nursery and reception teachers will carry out either a home visit or a visit to their current setting. Following this, children are invited in for one session of stay and play where children are invited in for a morning to play in their new classroom and get a chance to meet their classmates and teacher.</p> <p><b>End of Year transition:</b> When children move up a year, if required we provide transition sheets which include photos of the teacher, TA and classroom environment. We hold a transition day during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans and One page profiles.</p> <p><b>Secondary Transition:</b> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Mrs Hart meets with the SENDCO of the receiving schools to discuss the children in detail. Children get a chance to visit their school on the county wide transition day usually held in July. Some children may require extra transition visits to the school and this is arranged between the parents and the secondary school.</p> <p><b>Mid-Year new starters:</b> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to</p> |

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|                                                                                                                                                                                 | <p>gain a greater understanding on the support we need to put in place.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <div data-bbox="322 280 497 465" data-label="Image"> </div> <div data-bbox="256 571 563 620" data-label="Section-Header"> <h2><b><u>Clubs and trips</u></b></h2> </div>         | <p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to take part in our trips such as residential as well as take part in workshops at school with external providers.</p> <p>An assessment of any risk will happen with the parents/carers and school staff and the necessary precautions taken. Additional adult support will be deployed where necessary and activities can be adapted to meet the needs of pupils.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p> |
| <div data-bbox="303 1281 518 1512" data-label="Image"> </div> <div data-bbox="204 1641 617 1691" data-label="Section-Header"> <h2><b><u>Contact information</u></b></h2> </div> | <p>Your child's teacher should be your first point of contact for any concerns or questions.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the senior leadership team (SENDCO, Deputy Headteacher or Headteacher).</p> <p>Should you need to contact the SENDCO please do so by emailing <a href="mailto:inco@stadrians.herts.sch.uk">inco@stadrians.herts.sch.uk</a>. Please note that Mrs Hart works part time and will respond to your query as soon as possible.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.<br/> Martha Moroney – Chair of Governors<br/> Mrs Paolina Sawle – SEND Governor</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



## **Hertfordshire Local Offer**

The Hertfordshire Local Authority Local Offer can be found here <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

The local offer provides information to families of children and young people with SEND about what support services are available in the local area.



## **Pupil Voice**

Children were asked what helps them when they are finding their learning tricky...

*"I like it when the teacher shows me an example because then I know what my work should look like."*

*"I can use pictures, word banks or sentence starters to help me get started."*

*"I can use my visual timetable so I know what is happening next."*

*"I know who I can talk to if I am worried or something is bothering me."*