

Stanborough



**STANBOROUGH SCHOOL**

**SPECIAL EDUCATIONAL**

**NEEDS AND DISABILITY**

**INFORMATION REPORT 2025-2026**



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

## **INFORMATION REPORT 2025-2026**

At Stanborough, we want to be confident that our students get the best possible education that is ambitious, varied and stimulating. We care passionately about the development of each student's character, their personality and social skills, the way they treat others and the contribution they make to society.

Collaboration between school and home is paramount. Quality first teaching and pastoral care means delivering the highest standards for all students.

The student support department identifies students with Special Educational Needs and Disabilities (SEND) and communicates this to staff, so they can make the learning accessible for all learners. Those students with persistent and significant SEND are supported through additional interventions and in class support, where appropriate. This is carefully planned and reviewed by the staff working with the students.

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## WELCOME

Most students will at various stages in their learning require additional support, some more than others, and at Stanborough we adhere to the national code of practice for Special Educational Needs and Disabilities (SEND) to ensure that students' individual needs are always met.

We do this effectively by ensuring the following;

- high standards and expectations of every child.
- a child-centred approach to support and intervention.
- thorough communication with all stakeholders, especially the child and their parents.
- clear and precise identification of learning barriers.
- evidence-based intervention.
- multi-agency approach to ensure specialist support is effectively deployed.
- always considering the child's voice and opinion.

A strong and experienced team of support staff lead our work in this area and liaise closely with other staff and school leaders to get the very best out of students who face particular barriers to learning.

We currently have 49 students with an EHCP at Stanborough School. All students have their EHCP reviewed as per the Code of Practice guidance. Depending on the individual student's ability and needs they are accessing different forms of learning and support.

## WHO CAN YOU SPEAK TO WITH REGARDS TO SEND AT STANBOROUGH SCHOOL?

Every teacher will welcome discussions about your child and their SEND, however, you may need to speak to specialists within the Student Support Team who work more closely with children that have SEND.



**MRS HUMPHRIES**

Assistant Headteacher

[shumphries@stanborough.herts.sch.uk](mailto:shumphries@stanborough.herts.sch.uk)



**MRS BEVERSTOCK**

SENDCo

[kbeverstock@stanborough.herts.sch.uk](mailto:kbeverstock@stanborough.herts.sch.uk)



**MRS STRATTON**

Assistant SENDCo

[sstratton@stanborough.herts.sch.uk](mailto:sstratton@stanborough.herts.sch.uk)



**MRS BRITTAIN**

Learning Support Teacher

[mbrittain@stanborough.herts.sch.uk](mailto:mbrittain@stanborough.herts.sch.uk)



**MS CUBER**

HLTA, Autism Lead

[icuber@stanborough.herts.sch.uk](mailto:icuber@stanborough.herts.sch.uk)

Staff can also be contacted directly through the school on 01707 321755

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## How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Identification of new students with SEND transferring from primary schools is via routine data collections and liaison with the primary school SENDCo (Special Educational Needs and Disability Coordinator), class teachers, external agencies and parents/carers in Year 6, as part of the transition process.

On entry, all Year 7 students are screened using CATS (Cognitive Ability Tests), NGRT (New Group Reading Test) and a baseline maths assessment, with the results being used to inform and support intervention arrangements. Assessment and monitoring of student progress is ongoing and may involve assessment from specialist teachers or external agencies. Students who fall behind age appropriate expectations are identified by teachers, and where appropriate interventions are then put in place, which are regularly reviewed.

If you or your child have concerns regarding their progress, then please contact your child's Tutor, the Year Leader or the SEND Team. The school can then advise on the appropriate course of action and if specialist external input is needed.

Communication is vital in supporting students who have additional needs. Members of staff at Stanborough School ensure that both parents and students are fully involved in all decision-making processes relevant to their education. Part of our SEND policy refers to regular external liaison with parents, feeder schools and other professional services coupled with regular internal liaison with teachers and the pastoral team.

## How will school staff support my child?

All members of the school staff work together in their various roles to support children with SEND. The SEND team work closely with form tutors and Year Leaders for pastoral support and with the subject teachers and Curriculum Leaders for academic support.

### Class teacher input, through targeted classroom teaching (Quality First Teaching)

For your child this would mean:

- that the teacher has the highest possible expectations for your child and all students in their class.
- that all teaching builds on what your child already knows, can do and can understand.
- that different ways of teaching are in place, so that your child is fully involved



in learning in class. This may involve things like using more practical learning.

- that specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- your child's teacher will track your child's progress and put in place appropriate interventions where an expected rate of progress is not being made.

### Provision in addition to classroom teaching

Intervention programmes which may include:

- small group work with the primary teacher (The Hive)
- numeracy schemes
- reading schemes
- one to one tuition
- keyworker/mentoring by HLTAs
- self-esteem programmes
- nurture group (The Nest)
- social and communication groups and autism mentoring (The Den)

Additional adults employed by the school to support students additional needs:

- counselling
- in class support by HLTA/TA
- pastoral support officer

### Specialist support run by outside agencies

This means a pupil has been identified by the SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority SEND Specialist Advisory Service;
  - teachers from the Speech Language communication and autism (SLCA) team
  - support from Education Service for Medical Absence (ESMA)
  - hearing or visual impairment specialist teachers
  - Educational Psychology Service
- health services such as occupational therapists, speech and language therapists or physiotherapists (NHS)
- mental health services such as CAMHS or PALMS (NHS).

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational



Psychologist. This will help you and the school to understand your child's particular needs better and be able to support them more effectively in school.

- If appropriate, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### Specified individual support

- This type of support is available for children whose learning needs are severe, complex and lifelong.
- This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.
- Your child will also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

### How will I know how my child is doing?

Members of staff track individual student progress throughout the year against their target grades. Each year group will have a parents evening once a year to discuss their child's progress, both academic and pastoral, with subject teachers and representatives from the SEND team. Students are regularly involved in dialogue concerning their progress, targets and provision with their subject teachers and the SEND team. Staff members may contact a parent/carer directly to attend specific meetings to discuss student progress/needs and parents are encouraged to contact the school to answer any questions or concerns.

In addition to the normal reporting schedule, parents of children with SEND will be informed of progress via letters, e-mail and have opportunities to meet representatives of the SEND team at the annual inclusion review day. Parents of students with EHC Plans will have an annual review meeting to discuss their child's progress.

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

Every teacher is a teacher of SEND and will plan lessons to ensure all students can make progress and access learning. At Stanborough we also put the following in place:



- support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- specific resources and strategies will be used to support your child individually and in groups
- advice by outside agencies, specialist teachers and the SENDCo will be followed by teaching staff to make learning more accessible
- planning and teaching will be adapted daily, if needed, to meet your child's learning needs
- exam access arrangements are also used to identify students who need further support with exams. Students do not need to have an identified or diagnosed need to qualify for access arrangements
- support staff will provide additional interventions where there is an identified need
- teachers offer extra support and run revision and catch up sessions for all students, especially for exam years
- homework club is also available after school if students need additional support

### **What support will there be for my child's overall wellbeing?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively. The school has a strong anti-bullying ethos which reinforces that bullying is wrong and that such incidents must be reported.

The school supports the emotional welfare of the students via the pastoral system in conjunction with the pastoral support officer and school counsellor. Students with severe emotional/mental health needs may be referred to outside agencies such as Child and Adolescent Mental Health Services (CAMHS).

The school has good links with numerous external agencies such as SENDIASS and School Family Workers, to which referrals can be made to help meet the welfare needs of students and their families.

### **What specialist services and expertise are available at or accessed by the school?**

#### School provision

- HLTA/TAs working with either individual students or small groups.



- classroom teachers
- Compass
- Keeping Up Programme in Compass
- school counsellor
- Autism Lead
- Student and Family Support Worker
- careers coordinator

#### Local authority provision delivered in school

- Outreach Support from The Links Academy
- Specialist Advisory Teaching Teams including the SLCA, support for children with visual or hearing needs, physical and neurological impairment team
- Educational Psychology Service
- Services for Young People
- Young Carers in Herts
- Educational Support for Looked After Children
- Educational Support for Medical Absence
- Family Support Worker
- Intensive Families First Worker
- Nessie (mental health workers for children with SEND)

#### Health provision occasionally delivered in school or consulted with

- Speech and Language Therapy
- Physiotherapy Services
- Occupational Health Services
- School Nurse
- CAMHS (Child and Adolescent mental health service)
- PALMS (Positive behaviour, Autism, Learning disability and Mental health Service)

### **What training have the staff, supporting children and young people with SEND, had or are having?**

Within the SEND team we have a qualified SENDCo (who has the National Award for SEN Coordination), an Assistant SENDCo, a primary trained teacher and an autism lead. In addition, we have a number of HLTA/TAs whose main role is to support students.

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, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

Where relevant, individual teachers and support staff attend training courses run by outside agencies relevant to the needs of specific children in their class, e.g. from the Specialist Teaching Team or the Local Authority.

HLTA/TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Autistic Spectrum Conditions or Specific Learning Difficulties, which is a common area of SEND in our school.

### **How will you help me to support my child's learning?**

Our Progress Update system produces regular reports to detail the progress that your child has been making in school. This will help you as parents support them from home and identify any areas where they need further support.

You will be invited to Parent Evenings to review your child's progress with their classroom teachers (our SENDCo is available during these evenings to have any discussions you may require). If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have.
- plan any additional support your child may need.
- discuss with you any referrals to outside professionals to support your child.

### **How will I be involved in discussions about and planning for my child's education?**

Parents/carers and students will have opportunities to discuss plans for their child's education throughout their time at the school. The school will follow the graduated response as recommended by the SEN Code of Practice, 2015 and will include you in all stages of the 'Assess, Plan, Do, Review' model.

As previously stated, there is also a SEND Review Day and parents/carers of a student with an EHC Plan will also be invited in to review their plan annually.

### **How will my child be included in activities outside the classroom including school trips?**

The school will make reasonable adjustments in order that students with SEND are given the opportunity to participate in activities outside the classroom including educational visits that are a requirement for the curriculum. Medical support will be put in place and



additional staffing will be provided, where necessary. For further information please read the Trips and Visits Policy on the school website.

### How accessible is the school environment?

- The school is fully compliant with The Equality Act (2010)
- The school is on two levels with easy access, elevators and double doors where appropriate.
- There is a disabled toilet located centrally in the school.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Compass support is provided for children who need a space to support their emotional needs.
- Wherever possible students with temporary injuries or more long-term medical conditions will be given access to education through personalised arrangements.
- The school works with specialist teachers to ensure that the provision for disabled students is appropriate. The site manager runs regular Health and Safety checks.
- Specialist equipment is accessed through the relevant agencies for students with visual or auditory impairment. Also, Occupational Therapy and Physiotherapy services can be approached to provide equipment for students with physical impairments to enable them to access the curriculum and the site.
- Further information can be found in the Equality Policy and the Accessibility Policy and Plan which are available to view on the school website.

### Who can I contact for further information?

Form Tutors/Classroom Teachers

Responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- personalised teaching and learning for your child as identified on the Student Passport



- ensuring that the school's SEND/Inclusion Policies are followed in their classroom and for all the students they teach with any SEND.
- ensuring that you are involved in supporting your child's learning.

### Special Educational Needs Coordinator (SENDCo): Mrs Kate Beverstock

#### Responsible for:

- developing and reviewing the school's SEND policy.
- ensuring that needs are identified early and support is tailored to these needs.
- co-ordinating all the support for children with special educational needs and/or disabilities (SEND).
- providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- liaising with all the other professionals who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- updating the school's Inclusion Register (a system for ensuring that all the SEND needs of students in this school are known) and making sure that records of your child's progress and needs are kept.
- overseeing all provision including our Autism Lead, the Hive, the Nest and all interventions run by Teaching Assistants.
- the day-to-day management of all aspects of support for children with SEND.

#### Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing.

### Assistant Head Teacher in charge of Inclusion: Mrs Ellen Daplyn

#### Responsible for:

- overseeing the SENDCo role to ensure that all statutory processes are following the SEND Code of Practice.
- overseeing the day-to-day management of all aspects of support for children with SEND.

### The Head Teacher: Mrs Merry John

#### Responsible for:

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- the day-to-day management of all aspects of the school; this includes the support for children with SEND.
- giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- making sure that the Governing Body is kept up to date about issues relating to SEND.

### The SEND Governor: Stephen Kane

Responsible for:

- making sure that the necessary support is given for all children with SEND who attend the school.
- the review of the Special Educational Needs and Equality policies

Should any parent feel that their child's needs are not being met adequately then please contact the SENDCo in the first instance. If you need any further assistance then contact the Assistant Head, Mrs Humphries, or follow the school's Complaints Policy and Procedure, which is available on the school website.

Parents and carers may also access information regarding supporting students with SEND needs by contacting [SENDIASS](http://SENDIASS.org.uk). Phone 01992 555847. Email [info@hertssendiass.org.uk](mailto:info@hertssendiass.org.uk)

### 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?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

#### 6/7 Transition:

A rigorous Y6-7 transition process is in place where the Assistant Head in charge of Year 7, the Year 7 year leader and the SENDCo will work with feeder primary schools to ensure the smooth transition of students with special educational needs and disabilities. This could include:

- meetings with primary SENDCos and Y6 teachers
- observations of students in their primary setting
- meetings with parents, teachers and other professionals
- visits to school to meet staff and help the transition in September
- additional transition days or a personalised programme run by the Primary school in collaboration with our SENDCo.



The views and wishes of the parents and/or guardians and student will always be taken into account.

#### If your child is joining us from another school:

- the SENDCo will liaise your child's previous school to discuss the specific needs of your child.
- if your child would be helped by further information to support them understand the transition, then this can be provided.
- you may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to Stanborough School.

#### If your child is moving to another school:

- we will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- we will make sure that all records about your child are passed on as soon as possible.
- if this is a Year 11 transition to College your child may have support from Services for Young People to create a moving on plan. Alternatively the SENDCo can provide details of your child's additional need to accompany their interview.

### How are the school's resources allocated and matched to children's special educational needs?

The school budget, received from Hertfordshire LA, includes money for supporting children with SEND. EHCPs are banded according to complexity of need, additional funding comes from Local High Need Funding applications or EHCPs.

- The Head Teacher decides on the deployment of resources for SEND, in consultation with the SENDCo and Inclusion leader and school governors on the basis of needs in the school.
- The school identifies the needs of SEND students on an inclusion register. This identifies needs and strategies to support the child.
- All support given within school and is added to the provision map and reviewed at the end of an intervention or the end of the term and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible according to the Assess Plan Do Review cycle.



- The majority of funding available to us is spent on staffing so that we can run all the additional interventions and personalised support on offer.

### **How is the decision made about how much support my child will receive?**

All in-class support and interventions are agreed when needs have been identified. The more complex the needs are, the more support the child will require to achieve their potential. All students are expected to make the same progress over time regardless of need. The support available should therefore be supporting students to close the attainment gap (the gap between the progress they make and the progress the majority of their peers make) or at the very least prevent it from widening.

Many students SEND can be met through high quality teaching and adaptation or reasonable adjustments. All support is allocated after careful consideration of the child's needs and in discussion with teachers, HLTA/TAs, SENDCo, year leaders, the student and their parents.

Interventions during year 7 are often allocated purely based on initial testing results and information from primary schools gained during the transition meetings. Large numbers of students come into Stanborough with below average spelling and reading scores and we do what we can to remediate this situation in the first year.

All students are assessed at the start and end of each intervention and during Progress Updates. All interventions are designed so that students who are not making expected progress can either have longer with the intervention or can move onto a more personalised programme.

### **How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the **'Local Offer'**.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents to understand the range of services and provision available in the local area.