

St Andrew's Academy

Special Educational Needs Information Report



Academic Year 2025-26

Date Reviewed by IEB	5 July 2022
Dated Adopted by IEB	5 July 2022
Next Review Date by AC	July 2023
Date Reviewed by AC	19 Sept 2023
Next Review Date by AC	Sept 2024
Date Reviewed by AC	1 October 2024
Date Adopted by AC	1 October 2024
Next Review Date by AC	October 2025
Date Reviewed by AC	21 October 2025
Next Review Date by AC	October 2026

OUR VISION

St Andrew's Academy is an inspirational community where we:

Take care of each other

Enjoy our learning

Work hard to achieve our targets

We believe that St Andrew's Academy is a special place where staff and students come together to learn, have fun and achieve.

Learning together, achieving together

To achieve this we:

- Innovatively deliver a curriculum to meet the needs of every learner.
- Respect the voice of everybody in our community.
- Provide the foundations for all students to flourish and lead fulfilling and purposeful lives beyond St Andrew's Academy.
- Build strong, caring relationships based on mutual trust and respect.
- Establish and utilise links with the wider community.
- Encourage everyone to be proud of themselves and what they achieve.
- Inspire, create and have fun!

St Andrew's Academy is a secondary special school for students aged 11-19 years. All students have an Education, Health and Care Plan (EHCP) that details their special educational needs. Students attending St Andrew's Academy may have a Moderate or Severe Learning Disability, Autistic Spectrum Disorder condition and/or a complex difficulty due to an additional physical disability or medical condition.

This SEND Information Report outlines the ways in which we provide support for all our students in order for them to thrive and fulfil their individual potential; we aim always to offer a 'Can do' environment where teaching staff, students and parents/carers work together to provide the best possible learning opportunities based on students' individual start points. Our aim is to see students living happy and fulfilled lives.

The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN information report. This can be found at: <https://www.legislation.gov.uk/ukxi/2014/1530/contents/made>.

1. What kinds of Special Educational Needs does the Academy provide for?

St Andrew's Academy provides specialist education for students aged 11-19 years. All students have an Education, Health and Care Plan (EHCP). Students have a Moderate or Severe Learning Disability and many are diagnosed as having an Autistic Spectrum Disorder condition. Some students at St Andrew's Academy may have a physical disability and/or medical or mental health needs. The Academy is organised into classes that are generally grouped by age within Key Stages. However, in some cases our most complex students are grouped according to their need, which may be a smaller class with a mixed age range. Students in Years 7 to 11 are based at the main school site, while most Post-16 students attend the provision located on Whitaker Road.

2. How will I know how the Academy supports my child?

St Andrew's Academy follows a detailed transition process with information having been passed on from previous schools. During the first term of a student coming to St Andrew's Academy, staff use a variety of assessment tools to ascertain their strengths and needs in order to provide a baseline for starting points. Individual plans are written for each student, together with Care Plans, Risk Assessments and where appropriate Positive Behaviour Support Plans. This is formulated through a LAMBSSS document. Students have a baseline assessment in the main curriculum areas, from which all future progress is measured. Individual targets are set and shared with the student and parents/carers at the parents meeting in the autumn term. Throughout the year every students' progress is carefully tracked to ensure that any underachievement is quickly noticed and put right.

All EHCPs are reviewed at least annually and follow a Person Centred Approach. This gives the opportunity to consider whether it remains appropriate and to review the progress the student has made over the previous period. All relevant professionals will be invited to these meetings to provide a holistic view on a student's progress and to provide advice and guidance if necessary. Progress towards students' EHCP targets is monitored and documented using the Evidence for Learning app, with updates regularly shared with parents and carers.

A home-academy communication book is used on a daily basis to facilitate the exchange of important/useful information between school and home. This is supplemented through a whole class digital noticeboard on ParentHub. Besides the annual review the Academy hosts two parents' evenings (one in the autumn term and one in the summer term) and the Academy provides a written report at the end of the academic year. In-between these times the Academy welcomes visits or telephone calls from parents/carers to discuss any issues. In the autumn term prior to students leaving St Andrew's Academy, the Academy offers a 'Futures Fair' to help signpost information and to support parents/carers in thinking about options for their child when they leave. The Academy is also subject to the Ofsted framework.

3. How will the curriculum be matched to my child's needs?

The National Curriculum is used as a reference point but teachers adapt this to meet the needs of our student cohort. Teachers plan lessons according to their individual knowledge of each student and according to each student's current assessed levels of achievement, tailoring work and expectations to suit each student. As appropriate, additional communication support will be offered to students to facilitate their learning, whether through Makaton signs, objects of reference, picture symbols, photographs, switches or Voice Output Communication Aids (VOCAs). A rolling programme of topics is used as a vehicle for delivering the curriculum across Key Stages 3 and 4. The Key Stage 5 curriculum is specifically designed to equip students with the skills and experiences required for each student's future pathways. Staff skilfully adapt their teaching in order to build on what has been learned earlier in the student's school career, working towards developing the skills, knowledge and understanding required for adulthood.

4. How will I know how my child is doing?

Your child's progress and attainment is shared with you in a variety of ways, including:

- The home-academy diary.
- Information on students' curriculum and EHCP progress is shared with parents through the Evidence for Learning Parent Portal.
- Annual Reviews of EHCPs with targets broken down into Medium and Short term outcomes.
- PEP meetings for Looked After Children.
- Parent Evenings.
- Annual Report.
- Informal contact with staff.

5. What support will there be for my child's overall well-being?

St Andrew's Academy has a variety of ways of supporting your child's wellbeing. They include:

- A high ratio of staff to students.
- A safe and calm environment with structured and organised learning opportunities.
- An adapted curriculum to meet the needs of our individual students.
- High aspirations of all staff for every student.
- PROACT-SCIPr-UK to support behaviour and promote positive relationships.
- Access to a range of intervention programmes to develop skills and knowledge with regard to individual well-being.
- Opportunities for students to contribute to Academy developments via Student Voice.
- Access to careers guidance.
- Family Support Worker and Emotional Literacy Support Assistant (ELSA).
- Trained trauma informed practitioners.
- Lead practitioner for therapeutic input who works in collaboration with a Sensory Integration specialist Occupational Therapist (OT).

6. Students with medical needs

Staff who administer medicine complete training provided by the Local Health Trust and follow DfE guidelines included within 'Supporting pupils at school with medical conditions' statutory guidance for Governing Bodies of maintained schools and proprietors of academies in England February 2014. A number of our staff team are First Aid trained, with some holding a higher qualification enabling them to administer medication. A small number of staff have additional training from the Local Health Authority to enable them to support students who have specific medical needs, such as diabetes and epilepsy. The Health Authority ensures that our practices and protocols are safe and fit for purpose via regular audits.

7. What training are the staff supporting children with SEND given?

Staff receive the following training in the following areas as required:

- Child Protection and Safeguarding.
- Communication strategies.
- PROACT-SCIPr-UK Behaviour Management strategies.
- Positive Behaviour support.
- Manual Handling.
- Internet Safety.
- Autism Awareness including the TEACCH approach.
- Data Protection.
- First Aid and Medical Training.
- Trauma and Attachment.

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual students. This training uses both internal expertise and external providers and also the opportunity for online (webinar) training. (Our comprehensive Staff Development (CPD) policy states our commitment to ensuring all St Andrew's Academy staff are trained and confident to meet the needs of our students.)

As part of the Shaw Education Trust (SET), the Academy is able to access ongoing professional learning/professional development opportunities and school to school support through the Trust's Institute of Education (IoE).

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

Risk Assessments are carried out and procedures are put in place to enable all students to participate in all Academy activities as much as is reasonably practicable to do so (overseen by the Academy's Educational Visits Co-ordinator). Our ethos is one of inclusion so we will always endeavour to make whatever adaptations are necessary to enable students to be included in all educational opportunities, including off-site trips.

9. How accessible is the Academy environment?

Our Academy is a safe and accessible building. All safeguarding procedures and Risk Assessments are in place and adhered to by all staff. We have a range of different facilities to help our students, staff and visitors throughout our Academy, including wheelchair accessible toilets, wide corridors and clear signage. Full details can be found in our Accessibility Plan.

10. How will you support my child when joining St Andrew's Academy or transferring to a new school/academy?

A number of strategies are in place to enable effective student transition. These include a Senior Teacher being responsible for transitions into St Andrew's Academy. They liaise with each prospective new child's class Teacher at their former school/academy and with their parents/carers to build up a comprehensive picture of the child. This information will include:

- Assessment data.
- Annual Review/EHCP Report.
- Individual Care Plans and/or Behaviour Support Plans.
- Risk Assessments.
- Behaviour Support Plans.
- Medical Protocols/Care Plans.
- Communication Profiles.
- School Progress Reports
- Details of any special arrangements to meet the needs of the child.

The transition process may include all or some of the following actions:

- Staff undertake visits to the current school/academy.
- Academy staff attend Annual Review meetings, when invited.
- Staff attend other multi-agency meetings, when invited, such as CAF meetings.
- Prospective students and their parents/carers visit St Andrew's Academy at least once.
- Plans are drawn up to ensure the child is placed where their range of needs can best be met.

In the autumn term, we invite any prospective parents to visit St Andrews Academy for an Open Evening.

Equally, for students moving on from St Andrew's Academy, a member of the Senior Leadership Team and/or SENCO is responsible for co-ordinating plans with the receiving academy or college. Close liaison is established between staff in both settings and opportunities are put in place for both the child and their parents/carers to visit and get to know the new placement. A well-planned transition programme is put in place and regularly evaluated to ensure it meets the needs of the student and their family.

11. How are decisions made about how much support my child will receive?

All St Andrew's Academy students will have an Education Health and Care Plan (EHCP); the decision regarding the support required will be reached and written into the EHCP when it is being produced, or at an annual review of the plan, and recommendations have been accepted by the ECHP Team at Derby City Council/Derbyshire County Council, or other LA. Parents/carers, Academy staff and any other relevant professionals will be able to contribute to this decision-making process.

For students who are also Looked After by the Local Authority (LAC students), further decisions about the amount of support they will receive will be discussed and agreed at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEPs and reviewed twice a year.

Parents/carers are welcome to talk with their child's class Teacher at any time if they have any questions or concerns regarding their child's support. If they do not receive a satisfactory outcome, then the issue should be taken up with the Headteacher.

12. How will I be involved in discussions about any planning for my child's education?

This may be done in a variety of ways, including:

- Discussions with the class Teacher, either in person or via telephone; ongoing communication via the home-academy diary.
- During Education, Health and Care Plan (EHCP) review meetings.
- During the bi-annual parents/carers meetings.
- During other meetings with Academy staff, such as PEP meetings or other multi-agency meetings.
- Through discussions with a member of the Senior Leadership Team.

13. What specialist services and expertise are available at or accessed by the Academy?

As an Academy we can refer to a range of services including Child and Adolescent Mental Health Service (CAMHS), Social Care, Educational Psychology Service, Speech and Language Service, Occupational Therapy and Physiotherapy, Advisory Teachers for the Deaf/Hearing Impaired and for Vision Impairment. These services will be contacted when necessary and appropriate, according to the child's needs. The Academy uses the Early Help Assessment (EHA) process when appropriate to do so, through the Family Support Worker. Further advice and support is offered through our Family Support Worker, (contact via the main school office).

14. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling, please contact one of the following in the first instance:

- Your child's class Teacher.
- The Headteacher.
- Chair of the Academy Council (Melsa Buxton from SET) via the school office. The main school office can be contacted during school hours on (01332) 832746.

Links to the Local Authority Local Offers:

For parents/carers of pupils living in Derby City, the link to their local offer is:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

For parents/carers of pupils living in Derbyshire, the link to their local offer is:

<http://localoffer.derbyshire.gov.uk/>

For parents/carers of pupils living in Nottinghamshire, the link to their local offer is:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>