St Andrew’s School

A school with Quaker values

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**The St Andrew’s School Trust is a Registered Charity No. 1129232**

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Special Educational Needs Information Report

20th January 2025

**Introduction**

Welcome to our SEN information report which supports the Norfolk Local Offer for students with Special Educational Needs (SEN). As part of our collaborative work with Norfolk County Council, we have produced this report to enable those interested to gain an insight in to our school.

**The SEN provision at St Andrew’s School**

St Andrew’s School is an independent special day school, which specialises in working with students with an Autistic Spectrum Condition, catering for students with the primary need of social and communication difficulties and disorders. In addition, some of our students may have additional needs such as ADHD, Dyslexia, PDA, Dyscalculia, Dyspraxia, Scoliosis, Epilepsy, Diabetes, Hypermobility, Asthma, Colitis or Social, Emotional and Mental Health Difficulties (SEMH). Once a student starts a placement, if their SEMH need is greater than the ASC need and this is having a significant impact on the student’s learning and emotional well-being, the school may decide that the student would benefit more from a SEMH provision and would call an emergency review to cease the placement. Throughout this process we will continue to adhere to all legislation and the Equality Act 2010.

The school was last inspected by Ofsted in March 2023 and is rated as ‘Good’ in all areas. Our aim is to provide a stimulating, supportive, caring school environment which gives students the security and space in which to develop their individual strengths and skills, enabling them to grow in self-esteem and self-confidence. All students are given the opportunity to fulfil their potential in every aspect of school life in an environment in which they are treated with dignity and respect. The school uses the ethos of Quaker values which prepares students for life in the outside world.

**2. Identifying students with SEN and assessing their needs**

Initial enquiries for a school place are made via the Local Authority or direct from parents. All students who attend St Andrew’s School are required to have an Education and Health Care Plan which identifies our school as the most appropriate provision for the individual. The Education and Health Care Plan identifies the student’s primary and additional needs which are reviewed annually through the Annual Review Process. In addition, the students are given an Individual Education Plan (IEP) which focuses on specific areas of need as detailed in the EHCP and these are reviewed every term.

**3. Provision for students**

The school regularly reviews the provision we offer to students to ensure that it is effective and enables students to meet their full potential. The student’s Educational Health Care Plan is initially used to identify the specific needs of the individual and targets are devised. Individual programmes are then created for education and behaviour with the student being fully involved in target setting and reviewing their own progress. In addition, baseline assessments are used to help inform the needs of the individual students and identify learning targets. Students are assessed termly and the progress of students is monitored throughout the year to ensure that the learning is challenging, accessible and that students are making progress. Where expected progress is not being made, interventions are put in place in a timely manner.

All lessons are carefully planned and resourced around each student’s individual targets, and these are differentiated to ensure that everyone in the class can achieve and meet their goals. Learning is continually assessed and revisited to ensure that it is embedded. Student’s progress is monitored by self-assessment, peer assessment and teacher assessment and by feedback, written and verbal, so they know where they are in their learning and what they need to do to progress.

Our preferred class size is no more than six students in a class and students have their own workspace suitable to their needs. This can be enclosed using dividers to reduce sensory overload. There are visual timetables/schedules, social stories and time between lessons to help with transition and mini breaks are offered to assist with self-regulation. St Andrew’s School provides a high staff/student ratio. The school is able to access external speech and language support, educational psychologist services, occupational therapy and counselling support. Students’ needs can change, and it may be necessary to provide further additional support during their time at the school. This would be determined through discussions with the Local Authority and professionals involved with the student.

Each student has an allocated laptop to help make the curriculum more accessible.

Overlays, and/or coloured exercise books are also provided for dyslexic students and those displaying dyslexic traits. Some students may require ‘fiddlers’ or other sensory items in class. Other provisions can be put into place such as rocking chairs, wobble cushions or wedges to enable comfortable learning positions or ear defenders which are available for those who are sensitive to noise.

Independent skills are an important area for our students to develop. They are taught life skills, how to complete application forms, apply for jobs, household tasks etc. Careers lessons are implemented throughout the curriculum. Students are taught how to budget and are supported with their finances whilst shopping, taught how to wash and iron their clothes and how to make travel arrangements. Over a period of time, students are also given the confidence to travel alone. Social skills lessons help students to understand how to act appropriately in different situations. The inclusion of lunch/snack and playtimes helps the students to learn and develop independence and social skills.

The school offers a range of qualifications, including Functional Skills, Entry Levels, ASDAN, Unit Awards Scheme and TITAN, with a view to allowing more able students the opportunity to progress to GCSEs.

The school has three Mental Health Champions, one Mental Health Lead, two Domestic Abuse Champions, five Designated Safeguarding Officers and a Behaviour Manager. It also accesses the services of external counsellors.

The school constantly seeks to celebrate the successes of the young people at all times in a variety of ways, these include:

Constant praise

Continually concentrating on positive achievements rather than negative behaviours.

A behaviour reward system is used across the school.

‘Gotcha’ trips

Weekly social activities

Half-termly rewards for good attendance/

Reward assemblies at the end of the term so that students can share in each other’s success.

Inviting parents/carers/guardians to coffee mornings, consultation days and school fetes.

**4. SEN Co-Ordinator contact details**

SENCO

Jim Collin

[jimcollin@standrewsschool.co.uk](mailto:jimcollin@standrewsschool.co.uk) Tel: 01263 837927.

**5. Expertise and training of Staff**

The school currently has fifteen qualified teachers, and twenty-two teaching assistants who work with the students in small classes. All staff and trustees receive regular safeguarding training and all teachers and teacher assistants are trained in Norfolk Steps de-escalation techniques, including the safe use of physical intervention and restricted physical intervention. Several members of staff are also TEACCH trained and some have received training in PDA, self-harm, dyslexia support, supporting mental health and domestic abuse. St Andrew’s School also has a Careers Lead.

**6. Equipment and facilities to support students**

In addition to normal curriculum resources, the school has a range of equipment and activities that supports the students, including:

Running/Trim trail

A range of apparatus

Outdoor gym equipment

Two sunken trampolines

Two frammocks

Punch bag

Two Sensory rooms

Library

Forest school area

An astro-turf covered sports area

Swimming lessons in KS2

RDA horse riding on a weekly basis for a class each half term

A variety of in-house therapeutic services

Sensory circuits

Gardening

Lunchtime clubs

Lego therapy

Photo therapy

**7. Consulting and involving parents in their child’s education**

Staff communicate with parents/carers on a daily basis via the use of home-school books/emails and telephone conversations. St Andrew’s School encourages an open door policy where parents are aways offered face to face meetings and parents are encouraged to make appointments to discuss their child’s progress and any concerns the family may have. These may be held via the telephone or virtually, if parents are unable to travel to school.

Parents receive a copy of their child’s IEPs with completed outcomes and new targets termly and consultation days take place in the autumn and summer term. This is a more formal chance for parents to discuss their child’s progress and address any concerns that they may have.

EHAPs may be recommended if a family requires more assistance and parents are invited to attend and have an active part in the Educational, Health and Care Plan annual review meeting. Adults supporting Looked After Children are invited in to take part in PEP reviews.

Options meetings are also arranged in the spring term for Year 9 parents and all students receive a full school report detailing progress towards the end of every academic year.

**8. Consulting and involving students in their education**

The students are fully involved in target setting and reviewing their own progress against their IEPs. They are also fully involved in their EHCP annual review and are encouraged to complete the student view element to be included in the plan. In addition, the school has ‘Student Voice’ which meets once every half term, where all students are given the opportunity to discuss issues and ideas they may have. The minutes are discussed at following staff meetings, before feedback is given to the students.

**9. Complaints regarding our SEN provision**

Complaints about the SEN provision at St Andrew’s School should initially be made to the class teacher. If a situation is not resolved by the class teacher, the complaint should then be referred to the SENCO. If the situation is still not resolved, the complaint should then be passed on to the headteacher. A copy of the school’s Complaints Policy be found on the school’s website or a hard copy is available from the school office.

**10. Working with other professionals**

We recognise that some students may need more specialised advice or services from other professionals. We work closely with the following professionals:

Norfolk County Council

Specialist Sensory Integration Therapists (SENSi),

Occupational Therapy

Speech and Language Therapists

Educational Psychologists

Mental Health Services (CAMHS)

Clinical Psychologists

Social Care

Health (including immunisations)

Early Help Teams

Specialist services ie paediatricians, ADHD nurses etc.

**11. Contact details of support services for parents of students with SEN**

As the type of support services is unique for each individual student, we encourage parents to contact the school so that we can provide them with a list of support services relevant to their child.

**12. Supporting students moving between phases and preparing for adulthood**

St Andrew’s School works closely with Norfolk County Council to ensure that each student is offered provision that can meet their needs. To ensure a successful placement, the school operates an admissions process whereby referral paperwork, including the child’s Education and Health Care Plan, is reviewed by the Senior Leadership Team and an initial decision is made as to whether St Andrew’s School can meet the needs of the student.

If it is felt that the school may be able to meet their needs, visits are arranged for the parent/carer/social worker/ Education and Health Care Plan Co-ordinator/SENCO to visit the school. This is then followed up by a visit to the prospective student’s current provision (if appropriate) and a return visit by the student. A final decision is then made as to whether the school feels that they could meet the student’s needs.

Careers information, advice and guidance, as well as transition planning, is an important part of the Education and Health Care Plan annual review meetings for Year 11 students. (However, careers is taught within the whole school curriculum). This is supported by Norfolk County Council. Where possible the school arranges visits for the students to attend open days at prospective post 16 providers and some students may attend an alternative provision once or twice a week to study specific interests, e.g., childcare, mechanics etc. Suitable work experience placements will also be sought.

Staff assist parents/carers with post 16 applications and once a suitable placement has been confirmed, the school liaises with the provider to arrange for a gradual transition for students throughout the last term at St Andrew’s School.

Once the student has left the school, all relevant paperwork is sent on to the new provider, ensuring that they have as much information as possible with regards to the students and their individual needs and we continue to contact parents and placements of leavers to maintain support.

**13. Norfolk Local Offer**

Information regarding Norfolk County Council’s local offer with regards to SEN is available via the following link:

<http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm>

**14. How do we Find Out if this Support is Effective?**

Monitoring progress is an integral part of teaching and leadership within our school. Students, staff and parents, are involved in reviewing the impact of interventions. We follow the ‘Assess, Plan, Do, Review’ model. Before any additional provision is selected to help a student, the SENCO, parent/carer and learner agree what they expect to be different following this intervention and the impact of the provision measured.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps.

The SENCO works with staff to collate the impact data of interventions, to ensure that we are only using interventions and support that have a desired impact on progress. Our provision map is shared with Trustees, who are able to ensure that we monitor the impact of these interventions on learning throughout the school. We update the provision map regularly and it changes every year, as our pupils and their needs change. Progress data of all learners is collated by the whole school and monitored collectively.