****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**

Special Educational Needs Information Report

Last reviewed date: 12th November 2024

Next review date: 12th November 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 what our school offers.

**1. About St Andrew’s School and the kinds of SEN provision we offer**

St Andrew’s School is an independent special day school, which specialises in working with students with 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, mental health needs, hypermobility, Asthma, Colitis and nut allergies.

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 which enables 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 where they are treated with dignity and respect’. A space in which to develop their individual strengths and skills. 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 (EHCP) which identifies our school as the most appropriate provision for the individual. The EHCP identifies the student’s primary and additional needs which are reviewed annually through the Annual Review Process. Individual Education Plans (IEP) are reviewed every term.

**3. Provision for students**

St Andrew’s 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 (EHCP) is initially used to identify the specific needs of the individual. From this, targets are devised, and individual programmes are 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 every term and we scrutinise the work and progress of students throughout the year to ensure that the students’ learning is challenging, accessible and that they 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 constant feedback, written and verbal, so they know where they are in their learning and what they need to do to progress.

The preferred class size is no more than six students in a class and they 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. Mini breaks are given to assist with self-regulation. St Andrew’s School provides a high staff ratio compared to mainstream schools so additional support is already in place.

The school has access to speech and language, Educational psychologist, occupational therapy, counselling and a peripatetic music teacher.

Students’ needs can change, and it may be necessary to provide additional support. 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 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.

Social and emotional mental health aspects of learning are an important area for our students. They are taught life skills, how to complete application forms, apply for jobs, household tasks etc. Career lessons are implemented throughout the curriculum.

Students are taught how to budget and are supported with their finances whilst shopping. They are all taught how to wash and iron their clothes, how to make travel arrangements and, over a period of time are given the confidence to travel alone (TITAN). Social skill lessons help students to understand how to act appropriately in different situations.

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 inclusion of lunch/snack and playtimes helps the students to learn and practise independence and social skills.

There are two Mental Health Champions, one Mental Health Lead, two Domestic Abuse Champions and three Designated Safeguarding Officers.

The school also has a behaviour manager. The school employs its own counsellor.

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 weekly reward system monitoring progress in learning, behaviour and attendance and resulting in a financial reward/certificate

‘Gotcha’ trips

Weekly social activities

Reward assemblies at the end of the term so the 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**

SEN Co-Ordinator.

Jim Collin

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

**5. Expertise and training of Staff**

The school currently has thirteen qualified Teachers, one is an ECT and eighteen Teaching Assistants who work with the students in small classes usually comprising between three and eight students.

All staff (including office and maintenance) and Trustees receive regular safeguarding training.

Teachers and Teaching 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. In addition, some staff have received training in PDA, self-harm, dyslexia support, mental health, domestic abuse.

St Andrew’s School also has one Careers Lead.

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

In addition to normal curriculum resources the school has a range of equipment that supports the students to self-regulate including;

Running/Trim trail

Wooden apparatus

Outdoor gym equipment

2 Sunken trampolines

2 Frammocks

Punch bag

2 Sensory rooms

Swimming KS2

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

A variety of in-house therapeutic services, these include;

Sensory circuits which are implemented each day

Lego Therapy

Gardening

An astro-turf covering for the tennis court area.

Library

Peripatetic Music lessons

Photo Therapy

Forest schools sessions – externally provided on site

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

Staff communicate with parents/carers on at least a daily basis via the use of home-school books/emails and telephone conversations. St Andrew’s encourages an open door policy where parents are offered face to face meetings. Parents are encouraged to make appointments to discuss their child’s progress and any concerns the family may have. Some consultations take place via telephone/Zoom/Teams if parents are unable to travel to school. In addition coffee mornings are held every term.

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

EHAPs are recommended if a family requires more assistance.

Parents are invited to attend and have an active part in the Educational, Health and Care Plan (EHCP) annual review meeting.

Looked After Children are invited in to take part in PEP reviews.

Options evenings are arranged for the spring term of Year 9 and parents are encouraged to attend.

All students receive a full school report detailing progress towards the end of the Academic Year.

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

The student’s Educational Health Care Plan (EHCP) is initially used to identify the specific needs of the individual. From this, targets are devised and individual programmes are created for education and behaviour with the student being fully involved in target setting and reviewing their own progress.

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. Meetings are minuted and passed to the Senior Management Team for them to act upon or feedback to the students as necessary.

**9. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class staff in the first instance or if about a subject to the specific subject teacher. If not resolved the Head of School will be notified and parents/carers will then be referred to the school’s Complaints Policy, a copy of which can 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 they 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 EHCP is reviewed by the Senior Management 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 parent/carer/social worker/EHCP 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 to St Andrew’s. 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 EHCP annual review meetings for Year 11 students, (however careers is 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. Some students may attend an alternative provision once or twice a week to study specific interests, i.e, 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.We contact parents and placements of leavers to maintain support.

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.

**13. Norfolk Local Offer**

Information regarding Norfolk County Councils 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>

If you have specific questions about the Norfolk Local Offer please look at the ‘Frequently Asked Questions’ by accessing the above link.