



# 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: 23<sup>rd</sup> November 2018

Next review date: 23<sup>rd</sup> November 2019

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

Registered Office as above. Registered in England and Wales

Trustees: Mrs S Goldsmith, Mr J Garner, Mr R Wheeler, Mr D Bullard, Mrs B Emery, Ms V Jones

Mr C Johnson, Mrs J Davis, Mrs R Robinson

Charitable Company limited by guarantee No. 6729913



## 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 working with Norfolk County Council we have produced this report to enable those interested to gain an insight to 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, catering for students with social and communication difficulties and disorders. In addition some of our students may have additional needs such as ADHD, Asperger's, Dyslexia, Dyscalculia, Dyspraxia, Scoliosis, Epilepsy and Diabetes.

The school was last inspected by Ofsted in September 2018 and is rated as 'Good' in all areas.

Our aim is 'to provide a stimulating and supportive school environment which gives students the security and space in which to develop their individual strengths and skills and enables them to grow in self-esteem and self-confidence. The school adopts a Quaker ethos and as such we look for in ourselves, and each other, acceptable standards of performance which enable the school to achieve its aims for the students and the wider community that we serve.

### 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. These needs are reviewed annually through the Annual Review Process and new targets and Individual Education Plans (IEP).

### 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 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 also by constant feedback, written and verbal, so they know where they are in their learning and what they need to do to improve.

There are no more than 6 students in a class and they have their own enclosed workspace suitable to their needs, this reduces sensory overload.

St Andrews School provides a high staff ratio compared to mainstream schools so additional support is already in place. Sometimes, however, it may be deemed appropriate for a young person to receive 1:1 support at all time in this case there would be a clause in the Educational Health Care Plan stating that this was necessary.

Sometimes student's 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.

Students have 'fiddlers' in class and these come in a variety of shapes, sizes, colours and texture. Ear defenders are available for those who are sensitive to noise.

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Social and emotional 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.

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). They are encouraged to join social groups/clubs in school and in their community. Social skill 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 practise independence and social skills.

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 trips

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 Fete's

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

As all students who attend St Andrew's School have EHCP's in place we do not have a named SEN Co-Ordinator.

#### 5. Expertise and training of Staff

The school currently has 12 qualified Teachers and 21 Teaching Assistants who work with the students in small classes usually comprising between 4 and 6 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 they have received training in PDA, self-harm, dyslexia support etc.

#### 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;

Trim trail

Outdoor gym equipment

Sunken trampoline

2 Frammocks

Punch bag

Quiet room

It also offers a variety of in house therapeutic services, these include;

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

Sensory circuits which are implemented each day

Lego Therapy

Pets as Therapy (PAT)

Swimming

Fundraising is currently ongoing to purchase an astro-turf covering for the tennis court area, more outdoor equipment and library books.

## 7. Consulting and involving parents in their child's education

The school operates a home/school book system whereby comments about how the child's school day/evening has gone and this means that communication lines are always open and any issues are addressed quickly.

It also encourages an open door policy where parents are invited to telephone (due to the distance travelled by some students) or arrange a meeting to discuss any specific concerns they may have about their child.

Parents receive a copy of their child's IEP's with completed outcomes and new targets every term.

They are invited to attend school for informal coffee mornings and during this time parents are able to see the work their child is undertaking and have informal discussions with relevant staff.

Consultation days take place twice per year and this is a more formal chance for them to discuss their child's progress and address any concerns they may have.

They are invited to attend and have an active part in the EHCP annual review meeting.

For looked after children they are invited in to take part in PEP reviews.

Options evenings are arranged towards the end of Year 9 and parents are encouraged to attend.

They receive a full school report detailing progress at 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 a School Council which meets every fortnight with a member of staff and minutes of these meetings are sent to all staff including the Senior Management Team. Members are elected every half term with one student from each class forming the council.

We also hold Pupil Voice meetings once every half term where all students are able 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 Teacher in the first instance.

They will then be referred to the school's Complaints Policy, a copy of which can be found on the schools 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 and 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

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

As the type of support services for our parents 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.

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

St Andrew's School works closely with Norfolk County Council to ensure that the 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 needs visits are arranged for parent/carer/social worker/EHCP co-ordinator 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 Education and transition planning is an important part of the EHCP annual review meetings for Year 11 students and the Norfolk County Council guidance adviser for SEN is invited to attend these reviews. 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 mechanics (or similar) if appropriate. Suitable work experience placements will also be sought. Staff assist parents/carers with 6<sup>th</sup> form/College 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.

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](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.