St Andrew's C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

Updated September 2026

Introduction:

Welcome to our SEND Information report which is part of the Dorset Local Offer for Learners with Special Educational Needs and Disability. The information contained within this report must be updated and published annually.

Mr Dan King:	Head of School
Mrs Jessica Depledge:	SENDCo and Deputy Head of School
Mrs Jan Simmons:	SEND Governor

St Andrew's School is a Mainstream Primary School with more than 100 pupils on roll. We have a graduated response to pupils with Special Educational Needs and Disabilities. All pupils have their own individual learning needs which are assessed and addressed through quality first whole class teaching and careful adaptive teaching according to prior attainment and learning style. In addition to this, we also recognise and address more specific needs and adapt provision accordingly. All our pupils who have Special Educational Needs (SEN) are recognised and coded in line with the 2014 SEND Code of Practice as their needs are differentiated for within the school environment. We also have some children in school who have higher level needs and an Education Health and Care Plan (EHCP) is in place for these children. This legal document helps mainstream schools to meet the needs of the child by providing extra support and guidance.

The types of SEND we have supported or are supporting are:

- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (difficulties with motor skills and/or organisation)
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactivity Disorder)
- Autistic Spectrum Conditions
- Speech and Language Difficulties
- Other physical, medical or behavioural needs.

Identification and Assessment of SEND

We have a graduated response to the children's special educational needs.

These steps help us to identify a Special Educational Need (SEN):

- The pupil is not working at age related expectations across most areas of the curriculum.
- Teacher adaptations have had limited impact against set targets or pupil progress.
- Concerns raised by parents.
- Concerns raised by external agencies.
- Information passed on from previous settings.
- Formal/informal observations by the SENDco.
- Regular Staff and Team meetings, where cause for concerns is raised.
- Formal spelling, grammar, reading and maths tests are completed.

If you think your child may have a Special Educational Need, you should arrange to discuss this with their class teacher. This can be done in person or via the school office (01747 811500).

Children with SEND in the Classroom

Our curriculum is carefully planned by the teachers to ensure it is appealing and accessible to all learners. We make every effort to include every child in all aspects of school life. Teachers carefully use adaptive practice to remove potential barriers and ensure that a multisensory approach is adopted to cater for all styles of learning (visual, auditory or from active involvement). The SENDco ensures teachers are aware of the variety of learning needs in their class and gives advice as appropriate to ensure that individual needs are provided for. Children with additional needs will mostly be supported in this way but sometimes there will be a need for specific targets to be worked on and children may access small group or one to one sessions to work on the specific aims.

Schools trips and external activities are adapted through careful planning and risk assessments to ensure that all children have the opportunity to participate in all aspects of our curriculum.

Staff have worked hard to adapt the learning environment, paying particular attention to visual overload and ensuring that the environment is a calm place of learning. Rooms have been decorated and displays carefully chosen to enhance the learning environment.

Classrooms are set up for the needs of all learners. This may include:

- Individual workstations,
- A modified language environment,
- Sensory breaks,
- Fiddle toys, wobble cushions, timers,
- Personal visual timetables and prompts.

Interventions

At St Andrew's we have developed a range of interventions to meet our students' needs. Class Teachers and Learning Support Mentors (LSMs) work in the classes on a carefully differentiated and creative curriculum which ensures that all learning styles are catered for and the next steps in learning are identified for each child.

Interventions used in 2025-26 include:

Phonics Support **Read Write Inc**	This can be given to individuals or small groups to support children who are having difficulties with blending and segmenting or identifying phonemes.
Maths Class@Number Sense **Success@Arithemetic (KS2)** **1st Class@number**	This is a Primary School maths programme is based on a concrete-pictorial-abstract approach, it encourages children to explore maths using structured imagery and apparatus to support understanding and explain mathematical concepts.
ELSA/Nurture/well-being	This can be individual or in small groups to support personal, social and emotional development.
Handwriting and fine motor skills	This is a small group or individual intervention for children who are slower to develop a legible writing style and need additional practice to develop pencil grip, and fine motor skills.
Social stories -	These written and personalised as required for children with social communication difficulties. These help children to understand and cope with change by rehearsing the situation through the story. These are especially used for transition to a new class and trips or special days.
SNIP Spelling	The programme is aimed at increasing reading and spelling and uses the primary high frequency words (HFW) using a whole word approach.
Precision Teaching	Precision teaching is a structured teaching method that is designed to improve the accuracy and fluency of reading, spelling or maths. The main goal of precision teaching is to target and improve specific skills within an intervention.
Speech and Language programmes	These are provided by SALT on a basis of the child's needs.
Lego therapy	LEGO Therapy helps primary-aged children develop social, communication, and problem-solving skills through structured, collaborative LEGO building sessions, promoting teamwork, turn-taking, and positive peer interaction in a fun, engaging way.

We also work with the following external agencies:

- Speech and Language Therapy Service
- Special Educational Needs Support Service – Specialist Teacher
- Educational Psychology Service
- Paediatric Neuro-disability team (diagnose Autism Spectrum Disorders and Attention Deficit and Hyperactivity Disorders)
- Early Help (Formerly Family Partnership Zone)
- Mental Health in School Team
- Outreach from TADSS
- Dorset Family Matters

Monitoring, development and parent partnership

An 'Assess, Plan, Do, Review' cycle is used to ensure interventions are clearly planned and monitored. Each SEN Review cycle uses assessment to identify the next steps for the child and a plan is made to support progress towards reaching this next step. Specific, measurable outcomes are set and progress is measured at the end of each cycle. Alongside this, the SENCO takes a 'snapshot' of interventions regularly to monitor individual pupil progress and the overall effectiveness of each intervention.

In the event that a child's needs are found to be complex, long term and the child needs a considerable amount of support to make progress and reach their full potential, then a request for an Education, Health and Care Plan (EHCP) needs assessment can be made to the Local Authority. If this is done, a panel at Dorset County Council will consider evidence from all interested parties and the Assess, Plan, Do, Review cycle and decide if a statutory plan should be put in place. This may allow for additional time for intensive intervention or possibly recommend an alternative provision such as a special school.

How can parents be involved?

At St Andrew's we feel that community is important and maintaining clear and open lines of communication with parents is part of our everyday life.

We have a range of practical resources within school that can be shared with parents to support them in the home such as reward charts, visual supports, and social stories.

We also have close links with several services that support parents. These include:

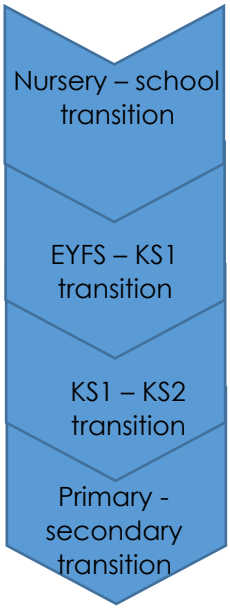
- Early Help (offer family support, home visits and parenting advice).
- Dorset Family Information Service (offer information and guidance to help children, young people, and their families, including information about schools).
- Dorset Families Matter Programme (support for families who experience many complex challenges to help them improve their well-being).

How can children be involved in the process?

- All children with SEND create their own 'one page pupil profile' where they can share their likes, dislikes and how they can be supported. This can be edited and amended as the children grow and is something children like to look back at.
- Wherever appropriate we share targets from the Profiles with the children and ensure they are aware of the support they will receive in school.
- Children with an Education, Health and Care Plan can be part of their Annual Review process and a trusted adult will spend time supporting them to share their views about school via a child friendly questionnaire which forms part of the review.

Transition

All children are supported to allow for smooth transitions during their time at St Andrew's. Specific consideration is taken at key times and some children receive enhanced transition.



Transition may be enhanced by:

- Additional visits to support familiarisation,
- The use of social stories,
- Multi-professional meetings,
- Sharing of child and parent views,
- Sharing of required information.

Wellbeing

St Andrew's Primary School is a small village school with a strong community feel. Class teachers and support staff work together to ensure all the children are equipped to lead emotionally and physically healthy lives and have the ability to integrate into an ever changing and diverse society. At St Andrew's we have developed a strong pastoral support throughout the school and the children are encouraged to develop and take responsibility for their own learning. We also have strong links with Schools mental health team with half termly meetings. We have an ELSA (Emotional, Literacy, Support, Assistant) who specifically supports emotional well-being by planning and delivering 1:1 and group sessions. These sessions undergo the 'plan do review' process and parents are aware of the aims and focus.

Staff training and expertise

The SENDco is Mrs Jessica Depledge. She seeks advice and receives support from other SEN Specialists and Inclusion Leads within SAST.

Staff have received support and training over the last year in the following areas of need:

- Behaviour.
- Precision Teaching.
- Assessment of Maths, English and Reading for pupils with SEN needs.
- Lego Therapy.
- Sensory Circuits.
- ELSA supervision.
- Understanding Autism.
- Therapeutic thinking.
- Developmental language disorder (DLD)

Teaching staff have received appropriate training to support pupils with SEN. To compliment this, we have LSMs with a variety of experience and qualifications and we all work together to meet the needs of all pupils.

If a child starts in school with a need we have not encountered before, we will actively seek, with the parents, the appropriate training and resources to meet their needs.

Allocation of resources

The school budget, received from Central Government through the Multi Academy Trust, includes money for children identified as having SEN. Please contact the Head Teacher if you wish further information on how this money is spent.

Useful contacts

Mrs Depledge SENDco	office@standrewsfontmell.co.uk	01747 811500
Mr Matt Barge Executive headteacher		
Mr Dan King Head of School		
Jane Frost SEN Provision Lead	jane.frost@dorsetcouncil.gov.uk	01305 228545

Completed by: Jessica Depledge September 2026



Dorset SENDIASS is a statutory service offering free, confidential, accurate and impartial advice and support to families living in Dorset.

Local Offer and more information

As of September 2014 every Local Authority is required to publish information about services that they expect to be available in their area for children and young people who have special educational needs and/or disabilities (SEND). This is known as the 'Local Offer.'

Click the link below to see the Dorset Local Offer

https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer