

# St Andrew's C of E Primary School

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Part of the Southern Academy Trust

## Special Educational Needs and Disability (SEND) Information Report November 2018

St Andrew's School is a Mainstream Primary School with more than 80 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 addressed through quality whole class teaching and careful differentiation according to prior attainment and learning style. In addition to this, we also recognise and address more specific needs and adapt provision accordingly. Most of our pupils who have Special Educational Needs are on the SEN Support stage of the Code of Practice and their needs are differentiated for within the school environment. We also have some children in school with higher levels of need whose needs are met through an Education Health and Care Plan (EHCP).

### **Identification and assessment of SEND**

If a teacher identifies that a pupil is demonstrating difficulties in their learning, communication, interaction or motor skills and they will discuss their concerns with parents/carers in the first instance. If a child is new to the school then we will have information and discussions as appropriate with the previous setting.

If you think your child may have a Special Educational Need, you should speak to the class teacher, the Special Educational Needs and Disability Lead (Mrs Randall) or the Special Educational Needs and Disability Coordinator (SENDCO - Mr Hayball).

These steps are followed in identifying a special need and planning the required support:

1. The child is not working at age related expectations in an area of the curriculum.
2. The teacher differentiates and adapts learning to meet the pupils' needs and assess the impact of this against clear targets.
3. If this differentiation and adaptation has no impact against these targets, then the class teacher will communicate concerns with parents and inform the SEND Lead for possible further support.

### **Interventions**

Class Teachers and Teaching Assistants (TAs) 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.

The classroom environment is designed to be inclusive; teachers will use visual and interactive resources to facilitate learning and remove barriers.

The class set up takes account of the needs of all learners. This may include:

- Individual workstations,
- Fiddly toys,
- Wobble cushions,
- Personal visual timetables and prompts.

In addition to this, we also have a variety of targeted academic and sensory interventions which are recorded on the school provision maps.

These could include:

**Handwriting and fine motor skills** 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.

**Direct Phonics** is an intervention addressing gaps in Phase 2-4 phonics. It supports children to recognise and make grapheme-phoneme correspondences and blend and segment the sounds in words. This is completed on a 1:1 basis.

**Power of Two and Plus One** is a one to one coaching system to support numeracy skills..

**Handwriting without Tears** is an intervention used when recommended by the Occupational Therapist. It used wood pieces, chalk, mats and song to develop knowledge of letters and letter formation building up to writing individual capital and lower case letters.

**Social stories** are 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.

Possible external agency involvement could include:

- Speech and Language Programmes,
- Occupational Therapy Programmes.

### **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 every aspect of school life. Teachers carefully differentiate the learning 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 SEND Lead 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 go out for small group or one to one sessions to work on the specific aims.

### **Monitoring, development and parent partnership**

Provision Maps with clear targets are currently reviewed as specific interventions are completed.

### **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. There is 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 the local Family Partnership Zone.

### **Additional specialist services**

We can seek advice from the following;

- Speech and Language Therapy Service,
- Occupational Therapy Service,
- Child and Adolescent Mental Health Services (CAMHS),
- Physiotherapist,
- Educational Psychologist,
- Special School Outreach support,
- Special Educational Needs Support Service (SENS),
- School Nurse Service,
- Paediatric Neuro-disability team (diagnose Autism Spectrum Disorders and Attention Deficit and Hyperactivity Disorders).

### **Staff training and expertise**

The SEND Lead is Mrs Randall. She seeks advice and receives support from Mr Hayball, trust SENCO.

Teaching staff have received appropriate training to support pupils with Special Educational Needs. To compliment this, we have a team of teaching assistants with a variety of experience and qualifications.

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 Special Educational Needs.

## Planning interventions

“Assess, Plan, Do, Review” means that interventions are clearly planned and monitored. Each SEN review cycle will look at the child’s next steps and interventions to support progress towards this next step. Clear targets for these interventions are set and then reviewed.

In the event that a child’s needs are found to be complex, long term and severe and the child needs a considerable amount of support to make progress and reach their full potential, then an request for 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 pay for additional time for intensive intervention or possibly recommend an alternative provision such as a special school.

## How can I be involved?

You can be involved with the school through;

- Meetings to review Provision for your child’s needs,
- Meetings to review any external agency involvement.

## Useful contacts

Mrs Randall SEND Lead	<a href="mailto:office@standrewsfontmell.co.uk">office@standrewsfontmell.co.uk</a>	01747 811500
Mr Hall Head of School	<a href="mailto:office@standrewsfontmell.co.uk">office@standrewsfontmell.co.uk</a>	01747 811500
Gaynor Prestwood SEN caseworker	<a href="mailto:G.Prestwood@dorsetcc.gov.uk">G.Prestwood@dorsetcc.gov.uk</a>	01305 224454
SEN team	<a href="mailto:senteam@dorsetcc.gov.uk">senteam@dorsetcc.gov.uk</a>	01305 224888

## SEN information 2017-2018

	SEN Support	Education, Health and Care Plan (EHCP)
Of school population	13%	2%

To see published data on pupil attainment and progress please use the following link:

<https://www.compare-school-performance.service.gov.uk/school/113800/st-andrew's-church-of-england-primary-school%2c-fontmell-magna>

Compiled by:

Mrs Randall and Mr Hayball

November 2018