

# Saint Martin's Catholic Academy

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## Special Education Needs Policy

*'Knowing the best that has been thought  
and said and knowing that we are loved by God'*

**Approved by:** Jim Connolly **Date:** 17/11/2020

**Last reviewed on:** November 2020

**Next review due by:** November 2021

*Removing barriers to enable every student to succeed  
personally and academically*

**November 2020**

The SENDCo is: Mrs Ann Kelly

Qualifications : Bed (Hons)  
PGCE - SpLd  
PGCE- SENCO Qualification

Appointed SENDCo: August 2020

Contact details : St Martin's Catholic Academy  
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Assistant SENDCo: Faye Hunt

## Section 1

### The Management of SEND within School.

The SENDCo is Mrs Ann Kelly

The SLT link for overseeing the provision of SEND is the Vice Principal, Mrs Rachel Thompson

The Governor with SEND responsibility is Ms Shirley Yoxall.

The Principal and the Governing Body have delegated the responsibility for the day to day implementation of the SEND policy to the SENDCo. However, all staff have a responsibility for pupils with SEND.

The Governing Body assists in the development and monitoring of the School Policy, monitor the budget and deploy resources. The SENDCo has an important role to play with the Principal and Governing Body to determine the strategic development of the SEND Policy and provision in school.

At Saint Martin's we value each student as an individual, in line with our Catholic ethos, and are fully committed to the integration and inclusion of students with SEND. Our mission at Saint Martin's is for pupils to learn, *'the best that has been thought and said'* (Matthew Arnold) and to know they are loved by God. Serving the most vulnerable in our community is of fundamental importance to us as a Christian community. We aim to ensure all students, including those with Special Education Needs & Disabilities (SEND) can enjoy and benefit from an ambitiously academic curriculum, where all succeed through excellent teaching, so that every child may achieve their full potential, reflecting the Code of Practice.

The key responsibilities of the SENDCo:

- Overseeing the day to day operation of the school's policy
- Managing the Learning Support Assistants
- Coordination of the provision for students with SEND
- Advising on the graduated approach to provide SEND support
- Liaising with parents/carers of students with SEND
- Liaising with outside agencies
- Ensuring the SEND Record is kept up to date.

A child or young person is recognised as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Definition of Special Educational Needs SEND, taken from Section 20 of the Children and families Act.

## **Section 2**

### **Aims of our SEND Policy 'Every Teacher is a Teacher of SEND'**

Aims:

- To provide every child with access to a broad and balanced curriculum, in accordance with the Code of Practice (2015)
- To promote independence, equality and consideration for others
- To promote an atmosphere where students experience success and celebrate their achievements
- To ensure all staff are supported in meeting the needs of SEND students, to set high expectations and enable progress to be made.
- To encourage the involvement of students and parents in overcoming barriers to learning
- To equip students with the skills and attributes necessary for adult life.
- To identify and assess students with SEND and provide a range of provision and targeted interventions, using the most efficient use of available resources.
- To consult the appropriate agencies for advice and support where appropriate.

## **Section 3**

### **Identifying SEND.**

Students on the SEND record, as SEN Support, are those who require 'above and beyond' that which would be deemed 'normal' provision, who require additional provision to address their SEND need. A small number of students on the SEND Record will have an EHCP. The SEND Record is updated termly.

Students are identified as early as possible, so that the most appropriate strategies and interventions can be implemented to start to address their needs. Students will be placed on the SEN record in relation to their area of need.

The Code of practice identifies 4 categories to help identify the main area of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory/ physical needs

Students may be identified using information obtained from a variety of sources:

- Annual Reviews in Year 5/6 for students with EHCPs.
- Information passed from the feeder Primary Schools relating to students due to transfer into Year 7.
- Concerns raised by parents/ carers or the child themselves.
- Screening and baseline testing, as well as any individual diagnostic testing.
- Information shared by outside agencies
- Concerns raised by staff when reviewing students.

## Section 4

### Provision for SEND students – ‘A graduated approach’

As recognised by the Code of Practice – all teachers are responsible for the progress of their students through Quality First Teaching, whilst considering the needs of SEN students, as identified by the SENDCo. This is part of the 4-part cycle, recommended in the Code of Practice, of Assess, Plan, Do and Review, to ensure the progress of every student.

The SENDCo provides information and advice to all staff about SEND students through the SEND Record, SEND booklet annually, termly Inset training and CPD sessions, weekly SEND updates by email, information on Go4Schools and SIMs.

SEND students may also be provided access through additional support:

- Learning Support Assistants in class to ensure the needs of SEND students are met to address safety issues, behaviour and literacy support.
- Targeted intervention to address literacy and numeracy in small groups, through the delivery of Enhanced Learning, under the direction of the Head of English and Head of Maths. This intervention is reviewed termly in line with whole school tracking.
- Targeted intervention through small groups, for Direct Instruction, using specific entry and exit criteria.
- Targeted intervention through groups or 1:1 to address specific needs as appropriate, such as spelling, handwriting, reading or mentoring.
- Outside agencies, when more specialist support is sought, in co-operation of parents/carers, to address the needs of students, including: -
  - The Educational Psychologist
  - Speech and Language Therapy
  - Hearing impaired Service
  - Visual Impaired Service
  - Autism Outreach
  - Children’s and Mental Health Service
  - The School Nurse
  - The Virtual School
  - The Hinckley and Bosworth Education Partnership.

## **Section 5**

### **Reviewing Students on the SEND Record Review**

Progress will be reviewed termly using data from Go4Schools and feedback from staff. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support in light of pupil progress, and development and recommendations in consultation with parents/carers and subject teachers. The SEND team will consult parents/carers at Parents' Evenings or arranged meetings.

If a student is experiencing difficulties and their progress remains a concern, with the agreement of the parents, appropriate outside agencies will be consulted and their advice acted upon to form part of the child's tailored support programme.

If significant complex difficulties persist, the school or parent/carer may request a statutory assessment of their needs for an EHCP, in order to recognise the complexity of the needs of the student and provide additional resources to the school to support the student. SENA will make this decision, in light of information provided by the school and agencies involved. Parents have the right to appeal against this decision.

#### **Education, Health and Care Plans (EHCP)**

- Following Statutory Assessment, an EHC Plan will be provided by Leicestershire Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The Annual Review (person-centred review) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **Section 6**

### **Supporting Students and Families**

Saint Martin's Catholic Academy values the views and contributions of parents/carers.

- Parental views from Annual Review Meetings are recorded
- Parents' evening SEND reviews, when the views of parents are sought
- Parents/carers are encouraged to support their child by supporting their homework, attending parents' meetings and signing their children's diaries weekly
- Parent information meetings scheduled appropriately to support their child through school change, such as transition, prep and options.
- Effective communication is achieved through contact with home through letters, telephone calls, email, text or student planners.

Parents/carers are encouraged to contact SENDIASS for support.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website.

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Parents/carers can read the Local Offer at: [www.leicestershire.gov.uk](http://www.leicestershire.gov.uk)

#### Partnership with students

- Students are encouraged to be involved in decision-making about their provision
- Students' views are recorded as part of the review process and are valued and listened to.

The SENDCo works in conjunction with parents, Tutors, Learning Mentor, Pastoral Manager, Heads of Year, SLT, Governors and outside agencies to ensure those with medical needs are supported in school and that they have full access to education and support with trips and visits. Provision will be provided on an individual basis. A risk assessment will be put in place if required.

Identified students will be assessed for access arrangements for examinations, primarily in academic Years 9 and 10, and applications made to JCQ or Edexcel for BTec courses. An appropriately qualified Specialist Teacher is brought in to complete testing for students who may require access arrangements for external examinations in order to apply for access Arrangements. The access arrangements will always reflect a student's normal way of working in accordance with JCQ guidance.

## **Section 7**

### **Admissions Arrangements**

Admission arrangements are outlined in the school prospectus and applications are made through the Local Authority.

Those students with EHCPs will state their preference of school at the Annual Review meeting in the Autumn term of Year 6. Saint Martin's Catholic Academy will be consulted to see if they can meet the student's needs outlined in the proposed EHCP, prior to being named in the EHCP itself.

## **Section 8**

### **Complaints procedure**

Initially, any complaints from parents/carers about their child's provision should be made to the SENDCo, in the first instance, then the Principal. However, if a parent/carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus/website should be followed.

## **Section 9**

### **Monitoring and Evaluation of the Policy**

The success of this policy and its implementation will be reviewed annually using

- Recorded views of students and parents/carers at parents' evening reviews
- Measurable achievements of students (data and student work)
- Feedback from departments/outside agencies
- Number of resolutions from complaints received

Policy updated by Mrs Ann Kelly on 29.10.20

SLT link – Mrs Rachel Thompson

Governor Link – Ms Shirley Yoxall

Review date – November 2021

The SEND Policy may be found on the school's website at [www.saint-martins.net](http://www.saint-martins.net)

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014 – updated 30 April 2020) and has been written with reference to the following guidance and documents.

- The Children and Families Act 2014
- Equality Act 2010: advice for school DFE Feb 2013
- Safeguarding policy November 2020
- SEND Code of Practice (2014 – last updated 30 April 2020)
- Schools SEND Information Report Regulations 2013 [www.sendgateway.org.uk](http://www.sendgateway.org.uk)
- Special Educational Needs and Disability Regulations 2014
- Statutory guidance on supporting students at school with medical conditions April 2014
- Accessibility Plan Feb 2019
- Teachers' Standards 2012
- The National Curriculum in England: Framework for Key Stages 1-4