

St Martin's Catholic Voluntary Academy 11-16

Special Educational Needs Information Report

Academic Year 2023-24

Saint Martin's is fully committed to the empowerment, integration, and inclusion of students with SEND. We aim to break down barriers so that all students including those with Special Educational Needs and Disabilities (SEND) can enjoy and benefit from access to the 'best that's been thought and said' with entitlement to our highly ambitious curriculum, so that every child may achieve their full potential. Saint Martin's is a small, high-achieving mainstream school. We welcome students with Special Educational Needs to our school community.

Mrs Roberta Gillum is the Special Educational Needs and Disabilities Co-ordinator (SENDCO). They can be contacted at the school via the office on 01455 212386 and email: admin@saint-martins.net. Mrs Rachel Thompson is the Vice Principal and has responsibility for Inclusion. The named governor for Special Educational Needs and Disabilities is Liz Dodds. The Principal and SENDCO provide termly reports on the provision and outcomes for students with SEND to the governing body.

SEND Provision

What kinds of SEND does the school make provision for?

Students are identified as having SEND when they have needs or disabilities that have an impact on their ability to learn and require support which is 'additional to and different from' provision offered to the majority of students.

The school makes provision for students who have difficulties with

- Communication and interaction - a difficulty with understanding what is said, being able to express what they want to say and understanding social behaviours.
- Cognition and Learning – this includes a range of learning difficulties including students who might work at a slower rate than others and their understanding may be limited and/or students with Specific Learning difficulties e.g. Dyslexia.
- Social, emotional and mental health - covers a range of difficulties that affects their ability to cope with everyday life.
- Sensory/physical needs - a visual or hearing impairment or a physical disability.

The most important provision for all students including those with special educational needs is Quality First Teaching. Teachers will employ a range of strategies and adjustments in their classes as part of their quality first teaching.

Examples of strategies used in Quality First teaching are:

- Breaking down instructions
- Simplifying language
- Visual prompts and instructions
- Visual timetables

- Varying font size and layout
- Regular check ins
- Specific questioning
- Modelling and scaffolding
- Use of coloured papers and overlays

Some students will need additional targeted intervention in addition to the Quality First Teaching. Examples of additional provision include:

- Small group teaching in English and Maths
- Enhanced Learning – providing additional time to focus on English, Maths and Science to improve GCSE outcomes.
- Direct Instruction – a sequenced programme to restore literacy and numeracy in students who cannot access the curriculum
- Phonic Teaching through additional literacy lessons with qualified teachers.
- Scaffolded support from an additional adult in the classroom.
- Additional literacy/numeracy intervention
- 1:1 support
- Pastoral support for mental health needs through the Welfare Officer (Mrs Abela Georg) as well as Heads of Year and Assistant Heads of Year.
- Mentoring
- Homework Club
- Handwriting group support
- ELSA
- Anxiety and Friendship intervention groups
- Meet and Greet
- Lego therapy
- Thinking Reading & Accelerated Reader
- Study Skills

What specialist help does Saint Martin's have access to in order to support students?

Referrals can be made to the appropriate service to support individual needs, including:

- Educational Psychologist for the St Thomas Aquinas CMAT – Dr Joe Dawson
- CAMHS: Child and Mental Health Service
- AOT: Autism Outreach Team
- ADHD Solutions: Attention Deficit Disorder
- Speech and Language Therapy
- Occupational Therapy
- Special School Outreach – Dorothy Goodman/Cleveland House
- Inclusion Forum and Inclusion Support Services
- Inclusion Support Services
- Counselling, Teen Health, MHST
- School Nurse
- HI Service: Hearing Impaired
- VI Service: Visually Impaired
- STS: Specialist Teaching Service
- Early Help: Single point of contact for Social Care needs
- HBEP: Hinkley and Bosworth Educational Provision.

What extra – curricular opportunities can a student with SEND access at Saint

Martin’s?

All students are encouraged to participate in the wide range of extra- curricular activities during and after school. Risk assessments will be carried out where appropriate. Adjustments and support can be offered to our students with SEND where needed. We will make our best endeavours to ensure that any student with SEND can participate in the full range of activities available in school.

How does the school know if a student has Special Educational Needs?

- Students are placed on the SEND record at Primary School and are highlighted to the school through the transition process.
- Staff, parents or the student themselves may raise a concern to the SENDCo.
- Relevant health professionals will make a recommendation.
- Assessments indicate that a student may be struggling in areas of the curriculum.

What is the process for my child joining the school?

- The SENDCo at Saint Martin's liaises with all Primary Schools to gather information on students already identified. This usually starts in Year 5 for students with an EHCP and Year 6 for all students with SEND.
- Mrs Gillum ensures that all necessary arrangements are put in place for when the student starts in Year 7, including extra visits in July of their Year 6 if required.
- Parents are encouraged to share information with school which can support their child in their learning in school. This is encouraged through regular contact e.g. telephone, email and face to face meetings.
- Transition notes for each student with SEND are created. This is shared with all teaching staff during INSET so that all teachers are aware of student's additional needs.

What happens to my child on entry to Year 7 at Saint Martin's?

- All students take Baseline tests in all subjects including English and Maths.
- All students take Reading Age and Spelling Age tests.

These tests, along with information received from Primary School and initial subject teachers' information, help us to identify where your child may need additional support or intervention.

In addition to this, if there are Health and Social Care agencies who may be working with your child and family, they may contact the school if there is support in place or specific needs, that we need to be aware of, which might impact on a student's learning.

Students who need extra support will be placed on Saint Martin's SEND Record, which is updated regularly. Parents of students with SEND are invited into school for a meeting with the SENDCo and the student to work together to develop a Pupil Passport. The Pupil Passport outlines the student's strengths and difficulties along with strategies for supporting them in class.

All teachers, Heads of department, the Data and Progress Manager, as well as the SENDCo, closely monitor the progress made by all students. The SENDCo provides regular updates to staff on each student via CPD (Continuous Professional Development) and a monthly SEND bulletin. The SENDCo may also use the regular data collection on student progress to:

- Give advice to staff individually, in Departments or via CPD for whole-staff training
- Provide additional support
- Arrange for further screenings and assessments.

How will I know if my child is receiving SEND support?

Parents will be informed through a meeting when appropriate provision for their child will be discussed and agreed. If the student joins the school after Year 7 and requires additional SEND support, parents will be contacted and their views obtained.

What extra help is given to help students with SEN in their learning?

Teaching staff have the highest possible expectations of all students in their classes. Different teaching methods are adopted so that all students are fully engaged in learning. Additional interventions might be required and occasionally this might take priority for a short time over an area of learning. Specialist strategies suggested by Mrs Gillum the SENDCo or Mrs Abela Georg the Welfare Lead or external agencies may also be put into place for your child.

How does Saint Martin's guarantee the entitlement of my child on the SEND register?

Saint Martin's follows the 'Special Education Needs and Disability Code of Practice: 0-25 years' 2014 which follows a graduated approach: a process of Assess, Plan, Do and Review. Wherever possible all students are taught in class settings. Within that setting they may receive the following support:

- Small class size
- Ambitious curriculum, sequenced for maximum learning
- Expert teaching
- Knowledge organisers and quizzing to support memory and learning
- Practice and modelling of application.
- Shared Learning Assistant support.

Sometimes, students will require extra support to help them catch up with students of the same age. Teachers may plan group or 1:1 sessions to help the student make progress. This work may be led by a teacher, Learning Support Assistant or external agency.

Mrs Gillum will carry out the relevant standardised tests to identify who may be eligible for Access Arrangements for exams.

What training do staff at Saint Martin's have in relation to students with Special

Educational Needs?

The Special Educational Needs Co-ordinator has been in position since June 2023 and holds Postgraduate Certificates in Education and a Postgraduate Award of Proficiency in Assessment for Access Arrangements. Mrs Krishna Edkins-Ruparel, who assists in the SEND Department, also holds the Postgraduate Certificate in SEND Co-ordination and is working towards a Certificate of competence in educational testing. Mrs Abela Georg, who is the welfare lead has a diploma in humanistic counselling and has completed the Senior mental health lead in School Programme.

All staff receive weekly CPD training to improve teaching and learning across the school, including for students with SEND. Each term the SEND departments has a CPD session focusing on a key need, e.g. Dyslexia, ADHD, Attachment. This provides the opportunity to share knowledge, strategies and experience, and ensure consistency of the school's approach for children with SEND. All staff receive Safeguarding Training.

Teachers and support staff attend training courses run by outside agencies that are relevant to the particular needs of specific students. The SENDCO works with specialists from external

support services such as the Autism Outreach Team who may provide advice to teachers or direct support as required.

Student Progress

How will I know if my child is making progress?

All progress, in-line with Government expectations and protocol, is set from your child's Key Stage 2 entry data in English and Maths. Data is used to inform of progress and to diagnose and action interventions needed. Targeted assessments take place with all year groups, to track and monitor progress against Estimated targets. Where there is a concern, the appropriate intervention will be put in place. The SENDCo will also take an overview of the progress made by SEN students and identify students who may need additional support.

Every parent will receive a copy of the student's termly Progress Report and an invitation to a parents' evening to be given the opportunity to talk to staff.

EHCP Annual Reviews

If your child has an EHCP then they must have an Annual Review and this is an opportunity to review the progress the student has made in the year and make updates to the EHCP to ensure that it always reflects the student's needs. A key aspect of the review is looking to future aspirations and developing skills for adulthood and a key person who is invited to the review for year 9 onwards is our Careers Officer; Mrs Yvette Tones.

At EHCP Annual Reviews, other people may also be invited to attend such as:

- Form tutor
- Learning support assistant
- Headteacher
- Learning Mentor.
- External agencies involved with the student.

How will my child be supported through transition?

There are a number of opportunities for students with SEND to be supported through transition to year 7. These include:

- SEND staff from Saint Martin's to visit Primary Schools to meet students identified as having SEND
- SENDCo to visit primary schools where a student is.
- Routine Induction days in July where we provide LSA support.
- Additional Induction days for SEND students.
- Parental meetings with Form tutors, SENDCo if required, Pastoral Support Officer and Assistant Heads of Year.
- Additional opportunities to visit the school.

- Phased integration, if professionally judged to be beneficial.
- Meetings with parents to create a Pupil Passport and share information with staff.

Opportunities to support SEND students during Year 11 for Post 16 education:

- Support throughout Year 11.
- SENDCo meetings at Option Evenings
- Careers advice, PATH meetings and support with interviews
- Liaison with local colleges
- Visits and taster days arranged
- Transition meetings with a Post 16 SENDCo
- EHCP plan reviews to include transition plans for adulthood.

How can my child with Special Educational needs, improve their outcomes whilst at school?

- Good attendance and behaviour
- Parental support
- Completing Prep work
- Regular daily Reading
- Talking and sharing stories and games together to develop language and raise positive self-image
- Talking together about their learning, how they are learning and if they are finding things hard
- Attending advised interventions.

Your child is more likely to make progress at school if their attendance is good (96%+) and they participate fully in opportunities available to them. Attendance at parents' evenings and information evenings is also an important opportunity to receive feedback on their progress.

Parents are encouraged to support their child to complete their Prep tasks and check/sign their planners and the homework platform Satchel 1. It is also extremely important to support their reading. We use the Accelerated Reading Programme and continue to encourage your child to read aloud for 20 minutes each evening which can make a huge impact on developing reading skills and increasing language acquisition. It can improve their ability to access the curriculum and it is strongly linked to progress and success.

What can I do if I am not happy with my child's progress?

Your first step would be to speak to your child's tutor, Head of Year or Subject teacher/ Head of Department. If your concern is not resolved then you should contact the SENDCo. If this still does not resolve your concern you can request a meeting with the Principal.

How will I be involved in planning and supporting my child with SEND at school?

Saint Martin's Catholic Academy places great importance on the involvement of parents in their child's learning and establishing a close partnership between home and school. Parents/carers have crucial knowledge and understanding of their child's difficulties which they are encouraged to share with us.

Parents of SEND students are invited to review meetings to discuss the progress and provision of their child. Any parents whose child has an EHCP will also be invited to contribute to the Annual Review of the plan which is monitored by the local education authority.

We encourage all parents to contact the student's House Tutor, Head of Year or Pastoral Support officer in the first instance if there are any concerns.

How will my child be involved in their own learning and decisions about their education?

Student involvement in their learning is crucial and we encourage pupils to be fully involved when discussing their provision and support so that they have a voice when making decisions about how their learning can be supported. Sometimes a student might need some help to be able to voice their thinking.

In addition to this, the Code of Practice 2014 places emphasis on the participation of SEND students in decisions affecting their provision to ensure the best outcomes for those students. Those students receiving support will have regular reviews with a Learning Support mentor where they can share knowledge about their own needs and their views sought about what sort of help they would like to have to achieve the desired outcomes for them.

Those students with an EHCP will have an Annual Review, where they will contribute their views at a pupil centred review.

SEND Information at school

Where can I find information about the SEND policy?

The SEND policy can be found on the website.

Is the building at Saint Martin's accessible for all students?

Ramps and a lift have been installed to allow full access to the classrooms on the ground floor of the main building, Hall, Dining Hall and Drama Studio. There are 2 disabled toilets on the ground floor of the main building, and in the English block.

There are however a few rooms for which access to may be difficult for some students. In order to meet individual needs, there are occasions when study arrangements may be adapted by offering timetable/curriculum in ground floor rooms.

Mrs R Gillum

An audit was conducted by Vista in July 2021, to identify areas that needed addressing to support VI students and action points have been considered and put in place where practicable.

Where can I find out about other services for my child?

The Leicestershire Local offer website has information about the services that are available. You can also ask Mrs Gillum to make referrals to different services.

Who can I contact to find out about support for students with SEN and their families?

Contact details of SENDIASS Leicestershire can be found on the Leicestershire Local offer website.