
Saint Martin's Catholic Voluntary Academy (11–16)

Special Educational Needs and Disabilities (SEND) Information Report

Academic Year: 2025–2026



Our Commitment to Inclusion

Saint Martin's Catholic Voluntary Academy is fully committed to the integration, inclusion, and empowerment of all students, including those with Special Educational Needs and Disabilities (SEND). We strive to remove barriers to learning so that every child can access the very best of our ambitious and knowledge-rich curriculum, and achieve their full potential.

As a small, high-achieving mainstream secondary school, we proudly welcome students with SEND into our school community.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is **Mrs Roberta Gillum**, who can be contacted via:

- **Phone:** 01455 212386
- **Email:** admin@saint-martins.net

Mr Ben Newmark, Assistant Principal, has strategic oversight of inclusion. The Principal and SENDCo provide termly updates on SEND provision and outcomes to the governing body.

SEND Provision

What Types of SEND Do We Support?

Students are identified as having SEND when they require educational support that is *additional to and different from* the standard provision offered to most students. We support students with needs in the following areas:

- **Communication and Interaction** – e.g., difficulties understanding spoken language, expressing thoughts, or interpreting social cues.
- **Cognition and Learning** – e.g., general learning difficulties or specific learning difficulties such as dyslexia.
- **Social, Emotional, and Mental Health (SEMH)** – e.g., anxiety, attachment difficulties, or emotional regulation issues.
- **Sensory and/or Physical Needs** – e.g., visual or hearing impairments, physical disabilities.

Universal Provision: Quality First Teaching

All students benefit from high-quality, inclusive teaching that adapts to individual needs. Strategies used include:

- Simplified language and broken-down instructions
- Visual aids and timetables
- Use of varied fonts and layouts
- Regular check-ins and targeted questioning
- Modelling, scaffolding, and differentiated resources
- Use of coloured overlays and paper



Targeted Support and Intervention

Some students may require additional support alongside classroom teaching. This may include:

- Small group tuition in English and Maths
- Enhanced Learning (additional focus on core subjects)
- Targeted phonics instruction
- In-class support from Learning Support Assistants (LSAs)
- Literacy and numeracy interventions
- 1:1 support sessions
- Pastoral and mental health support
- Mentoring and check-ins
- Homework and handwriting clubs
- Typing and anxiety interventions
- Lego Therapy
- Thinking Reading, Accelerated Reader
- Study Skills and LSA-led homework support

External Agency Support

Where necessary, we work with a range of external professionals to provide specialist support:

- **Educational Psychologist** – Dr Joe Dawson (St Thomas Aquinas CMAT)
- **Autism Outreach Team (AOT)**
- **CAMHS** (Child and Adolescent Mental Health Services)
- **ADHD Solutions**
- **Speech and Language Therapy**
- **Occupational Therapy**
- **Dorothy Goodman and Cleveland House Outreach**

- **Inclusion Support Services & Local Inclusion Forum**
- **School Nurse, Counsellors, MHST, Teen Health**
- **Hearing and Vision Impairment Services**
- **Specialist Teaching Services (STS)**
- **Early Help and HBEP**



Access to Extra-Curricular Activities

All students, including those with SEND, are encouraged to participate in the full range of extra-curricular activities offered at school. Where needed, risk assessments and reasonable adjustments are made to support inclusive access.

Identification of SEND

A student may be identified as having SEND through:

- Primary school transition data
- Concerns raised by staff, parents, or the student
- Professional referrals (e.g., from health or social care)
- Internal assessments highlighting learning challenges

Transition to Saint Martin's

Before Starting Year 7:

- SENDCo liaises with primary schools, beginning in Year 5 for students with an EHCP.
- Additional visits and meetings are arranged where appropriate.
- Transition notes and Pupil Passports are shared with all teaching staff during INSET.

On Entry to Year 7:

- Baseline assessments in all subjects, including reading and spelling ages.
- Information from primaries and assessments used to determine support needs.
- Students needing additional support are placed on the SEND Register.
- Pupil Passports are developed collaboratively with students and parents.

Ongoing Support and Monitoring

Progress is monitored regularly by teachers, departments, and the SENDCo. Interventions are based on a *graduated approach*: **Assess, Plan, Do, Review**.

Support may include:

- Small class sizes
- Shared LSA support
- Knowledge organisers
- Regular low-stakes testing and memory quizzing
- Additional 1:1 or group intervention sessions
- Access arrangements for exams (where eligible)



Staff Training and Expertise

- The SENDCo holds qualifications including PGCE, Postgraduate Award in Assessment for Access Arrangements, and is completing NPQSENCO.
- The department is supported by Mrs Krishna Edkins-Ruparel (PGCert in SEND Co-ordination) and Mrs Abela Georg (DSL, qualified in counselling and mental health leadership).
- Regular SEND-specific CPD is delivered termly, focusing on areas such as ADHD, Dyslexia, and Attachment.
- All staff receive safeguarding training and external agency training where appropriate.

Monitoring Progress

- Termly data is analysed to assess student progress.
- Parents receive termly progress reports and are invited to regular parents' evenings.
- Interventions are adapted based on progress monitoring.

EHCP Annual Reviews

For students with an Education, Health and Care Plan (EHCP), an **Annual Review** is held to:

- Evaluate progress and amend the EHCP as needed
- Plan for future aspirations and preparation for adulthood
- Include input from key staff, professionals, and the Careers Officer (from Year 9 onwards)

Supporting Transition

Year 6 to Year 7 Transition:

- Primary school visits by SEND staff

- Additional induction visits and phased integration where appropriate
- Pupil Passports developed with input from parents and staff

Year 11 to Post-16 Transition:

- Career meetings and transition planning
- Taster days and college liaison
- EHCP review includes future pathway planning
- Support at options evening and interview preparation



Improving Student Outcomes

You can support your child's progress by:

- Encouraging daily attendance (96%+)
- Supporting with homework (via Satchel One)
- Ensuring daily reading (20 minutes aloud recommended)
- Attending parents' evenings
- Encouraging participation in interventions and enrichment

Concerns and Complaints

If you are concerned about your child's progress or provision:

1. Contact the subject teacher, form tutor, or Head of Year
2. If unresolved, contact the SENDCo
3. If necessary, request a meeting with the Principal

Parental and Student Involvement

We place high value on working in partnership with parents. Parents are invited to:

- SEND review meetings
- EHCP Annual Reviews
- Transition planning discussions

Students are encouraged to participate in decisions about their support and learning. This includes input into:

- Pupil Passports
- SEND review meetings

- EHCP Annual Reviews



Accessibility

The school site includes:

- Ramps and a lift for ground floor access
- Disabled toilets in the main and English blocks
- Adjusted timetables or teaching locations for accessibility needs

An accessibility audit (Vista, 2021) identified and addressed areas to support VI students. (See Accessibility Report on school website.)

Further Support and Information

- **SEND Policy** – Available on the school website
- **Leicestershire Local Offer** – Leicestershire Local Offer Website
- **SENDIASS Leicestershire** – Independent advice and support service for parents/carers and young people with SEND