

# Saint Martin's Catholic Academy

## 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: 24.09.25
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Last reviewed on:	September 2025
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Next review due by:	September 2026
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# Removing barriers to enable every student to succeed personally and academically

The SENDCo is: Mrs Roberta Gillum

Qualifications : B.A. (Hons)

PGCE – Secondary English

PGCE- SENCO Qualification; L5 TESOL; PAPAA; NPQSL

Appointed SENDCo: June 2023

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# 'Every Teacher is a Teacher of SEND'

## St Martin's Catholic Academy – SEND Policy

### Introduction

At St Martin's Catholic Academy, we believe that every child **belongs**, is **valued**, and has a **right to learn**, regardless of their needs or abilities. Guided by our Catholic ethos, we are fully committed to the **integration and inclusion** of students with Special Educational Needs and/or Disabilities (SEND).

Our mission is for all pupils to engage with *"the best that has been thought and said"* (Matthew Arnold) and to know they are **loved by God**. We aim to ensure that all students, including those with SEND, benefit from an **ambitious academic curriculum** supported by **high-quality teaching**, enabling them to achieve their full potential and lead **happy, fulfilled lives**, as set out in the *SEND Code of Practice 2014*.

Wherever possible, students with SEND are integrated into mainstream classes, ensuring **full access to the National Curriculum**, while respecting the views of parents and the individual needs of each child. We recognise that students with SEND may face additional **safeguarding challenges** and therefore actively promote **respect, understanding, and tolerance** throughout our school community.

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### Section 1 – Management of SEND within School

- **SENDCo:** Mrs Roberta Gillum
- **SLT Link for SEND:** Mr Ben Newmark, Assistant Principal

The Principal and Governing Body have delegated responsibility for the **day-to-day implementation** of this policy to the SENDCo. However, **all staff members share responsibility** for meeting the needs of pupils with SEND.

The Governing Body plays a key role in:

- Developing and monitoring this policy.
- Overseeing the SEND budget and deployment of resources.
- Supporting the strategic development of SEND provision across the school.

### Key Responsibilities of the SENDCo

- Overseeing the daily operation of the SEND policy.
- Managing Learning Support Assistants (LSAs).
- Coordinating provision for students with SEND.
- Advising on a **graduated approach** to SEND support.

- Liaising with parents and carers.
- Working with external agencies to secure specialist support.
- Maintaining an up-to-date SEND Record.

### Definition of SEND

A child or young person is identified as having SEND if they have a **learning difficulty or disability** which requires **special educational provision**. This is defined by the *Children and Families Act 2014* (Section 20) as:

- **a)** Having significantly greater difficulty in learning than the majority of others of the same age, or
  - **b)** Having a disability which prevents or hinders them from accessing the same educational opportunities as others of their age in mainstream settings.
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### Section 2 – Aims of the SEND Policy

*“Every Teacher is a Teacher of SEND”*

Our aims are to:

- Provide every child with access to a **broad and balanced curriculum**, in line with the *SEND Code of Practice 2015*.
  - Promote **independence, equality, and respect** for others.
  - Foster an environment where students **experience success** and celebrate their achievements.
  - Ensure all staff are equipped to **meet the needs of SEND students** and set **high expectations** for progress.
  - Work in **partnership with parents and carers**, actively listening to and valuing their contributions.
  - Encourage the **student voice**, ensuring pupils are involved in decisions about their learning.
  - Identify and assess SEND needs **early**, providing targeted interventions and effective use of resources.
  - Engage external agencies where specialist advice and support are required.
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### Section 3 – Identifying SEND

Students are added to the **SEND Record** when they require provision **above and beyond what is normally provided**. Some students will also have an **Education, Health and Care Plan (EHCP)**. The SEND Record is reviewed **at least termly**.

Identification is **needs-driven**, not diagnosis-driven, though we support families seeking a diagnosis where it may help secure additional support.

The *SEND Code of Practice* outlines **four key areas of need**:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health (SEMH)
4. Sensory and/or Physical Needs

#### **Sources of Identification**

- Annual reviews in Years 5 and 6 for students with EHCPs.
  - Information from primary feeder schools.
  - Concerns raised by parents, carers, or the student themselves.
  - Screening, baseline assessments, and diagnostic testing.
  - Reports from external agencies and medical professionals.
  - Staff concerns based on observations and assessments.
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#### **Section 4 – Provision for SEND Students: A Graduated Approach**

All teachers are responsible for the **progress and development** of their students through **Quality First Teaching**. Provision follows a **four-stage cycle**: *Assess → Plan → Do → Review*.

The SENDCo supports staff by:

- Providing up-to-date information through the SEND Record.
- Issuing **Pupil Passports** outlining strategies for individual students.
- Offering CPD, briefings, and ongoing advice.
- Coordinating additional interventions and specialist referrals.

#### **Additional Support May Include:**

- **Learning Support Assistants (LSAs)** in class, using scaffolding strategies to promote independent learning.
- **Small group interventions** for literacy and numeracy, reviewed termly.
- **Direct Instruction teaching** for targeted skill development.
- **One-to-one or small group sessions** for specific needs such as speech and language, social communication, or SEMH.
- **Specialist support from external services**, e.g.:
  - Educational Psychologist
  - Speech and Language Therapy
  - Autism Outreach

- CAMHS
- Sensory Impairment Services
- School Nurse
- Hinckley and Bosworth Education Partnership
- Dorothy Goodman Outreach

Where necessary, **Risk Assessments** and **Personal Emergency Evacuation Plans (PEEPs)** will be implemented.

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## Section 5 – Reviewing Progress

The SEND Record is **dynamic**:

- Some students require short-term additional provision.
- Others remain on the register for ongoing support.

Progress is monitored through:

- **Go4Schools data** and internal assessments.
- Staff feedback and observations.
- Parent and carer consultations.

Where concerns persist, external agencies are involved, and a **statutory assessment** for an EHCP may be requested.

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## Section 6 – Supporting Students and Families

Information for families is available via our **SEND Information Report** on the school website. Alternative formats (e.g., Braille, large print) are available on request.

### Parent and Carer Engagement

We work in partnership with parents through:

- Individual meetings with students and families.
- Annual Review discussions.
- SEND-focused Parents' Evening reviews.
- Transition events and information evenings.
- Regular communication via phone, email, letters, or planners.

Families are also signposted to **SENDIASS** and the **Local Offer** for external advice and resources.

**Local Offer Website:** [www.leicestershire.gov.uk](http://www.leicestershire.gov.uk)

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## Section 7 – Admissions Arrangements

Admissions follow the Local Authority's process.

For students with an EHCP:

- Preferences are discussed at the **Year 5 or 6 Annual Review**.
- St Martin's is consulted to confirm that we can meet the student's needs before being named on the EHCP.

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## Section 8 – Complaints Procedure

Concerns should be raised promptly to ensure swift resolution:

1. Speak with the **SENDCo**.
2. If unresolved, escalate to the **Principal**.
3. If still dissatisfied, follow the **formal Complaints Procedure** detailed on the school website.

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## Section 9 – Monitoring and Evaluation

The effectiveness of this policy is reviewed annually, considering:

- Parent and student feedback.
- Pupil progress data and outcomes.
- Departmental and external agency reports.
- Resolution of complaints.

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## Compliance

This policy aligns with statutory requirements under the *SEND Code of Practice (0–25)* and references:

- Children and Families Act 2014
- Equality Act 2010
- SEND Regulations 2014
- Statutory guidance on supporting students with medical conditions (2014)
- The National Curriculum in England (KS1–4)
- School Safeguarding Policy
- Accessibility Plan

- Teachers' Standards (2012)
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**Policy Updated:** 16th September 2025

**Next Review Date:** 16th September 2026

**Reviewed by:**

- Mrs Roberta Gillum – SENDCo
- Mr Ben Newmark – SLT Link