

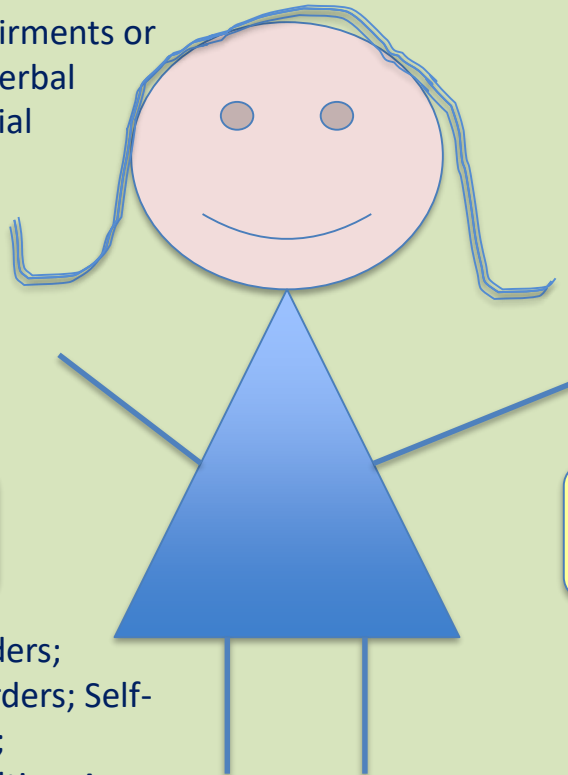
SEND at St Martin's

Communication & Interaction

Autistic Spectrum Conditions; Speech Impairments or language difficulties; difficulties with non-verbal communication; and misunderstanding social communication and interaction

Cognition & Learning

Dyslexia; Dyscalculia; Dyspraxia; Working Memory; Processing difficulties of all kinds



Social Emotional & Mental Health

Anxiety; Depression; Anorexia/Eating Disorders; Substance Misuse; ADHD; Attachment Disorders; Self-regulation/Conduct/Conforming Difficulties; Concentration; Unexplained Physical Difficulties; Anger Issues; Withdrawn behaviours; Social Isolation;

Physical & Sensory

Vision/Hearing Impairment; Physical Disability/Complex Medical Conditions; Congenital Disorders; Sensory Processing Difficulties; Life-long Conditions, such as Cerebral Palsy, Cystic Fibrosis, Diabetes, Anaphylaxis/Allergies; Asthma

The 4 Categories of SEND – looking at the whole child

Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

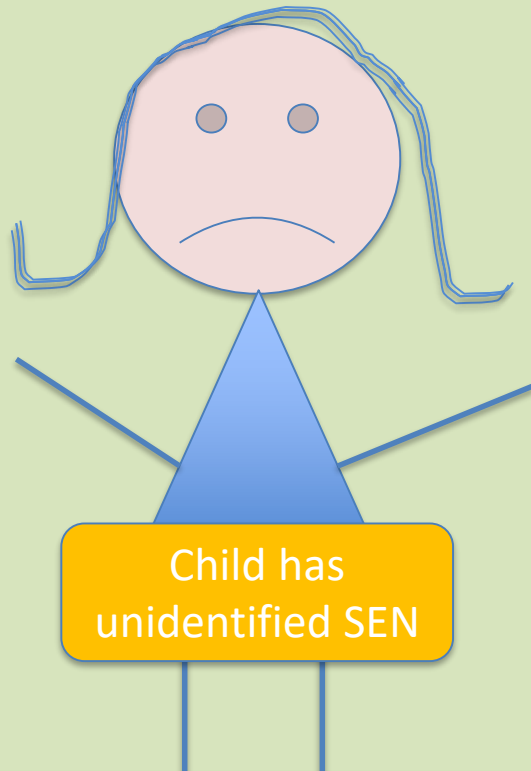
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

From SEND Code of Practice 2014-15

i.e. a child can have a learning difficulty or disability without having SEN

Wave 1 – Quality First Teaching

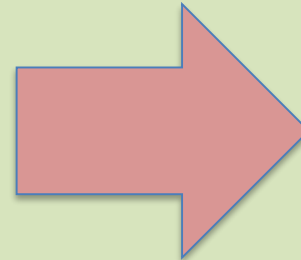
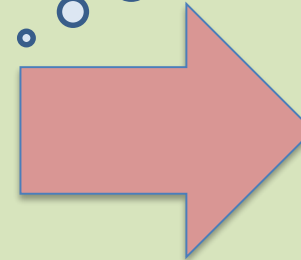


Attainment

AtL/Effort

Behaviour

Pupil making less than expected progress or having greater difficulty in learning



ASSESS

PLAN

DO

REVIEW

This may start with marking and feedback to the child through their books, action on the behaviour pyramid or action on attendance. This may be followed up by a response or involvement from the form tutor and/or head of year. It may result in a teacher and/or departmental intervention; a round robin to other staff and the creation of a pupil passport or other involvement of the pupil in solution;

Where a threshold is passed (e.g. literacy/numeracy) or where difficulties are escalating across departments or academically and pastorally; then generally the SENDCo is involved earlier and we would move more quickly to Wave 2.

WHAT IS ASSESS PLAN DO REVIEW?

Assess Plan Do Review is:

- A process of developing a greater understanding of a child's needs
- Understanding where the child is now and setting short term targets
- Putting in support or technology or something different to see if it works
- Assessing how effective it was and either keeping it that way, or trying something different
- Usually taken through 3 cycles by the teacher before any referral or involvement from the SENDCo/Learning Support

Why is the SENDCo not involved straight away?

This is because the SEND Code of Practice states that:

- “Teachers are responsible and accountable for the progress of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (6.36).
- “The first response ... should be high quality teaching targeted at their areas of weakness” and only “Where progress continues to be less than expected, the class or subject teacher, working with the SENDCO, should assess whether the child has SEN. ...” (6.19)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (6.37)

WHAT IS ASSESS PLAN DO REVIEW?

ASSESS	PLAN	DO	REVIEW	
What can the child do now? (Baseline)	What is the intended outcome (Target)	What will we do (Intervention)	What can the child do now? (Actual)	Next Steps
Example:				
Can spell all high-frequency words Struggles with - /shun/, /sh/, /zh/ (2/20)	To be able to spell all /shun/ /sh/ /zh/ words and show understanding of spelling rules	Daily spelling intervention for 20 minutes; practice words sent home weekly	Can still spell all high-frequency words. Improvement on /shun/ /sh/ /zh/ (8/20) – identified insecure on /sh/ /ch/ which is hampering progress	Go back to /sh/ /ch and make links to /shun/ etc. Use explicit teaching of spelling rules for /shun/ etc.
Can still spell all high-frequency words. Improvement on /shun/ /sh/ /zh/ (8/20) – identified insecure on /sh/ /ch/ which is hampering progress	Go back to /sh/ /ch and make links to /shun/ etc. Use explicit teaching of spelling rules for /shun/ etc.	Daily spelling intervention for 20 minutes; include target words in classroom work Use precision teaching method once demonstrating progress		

These become the baseline and target for the next cycle

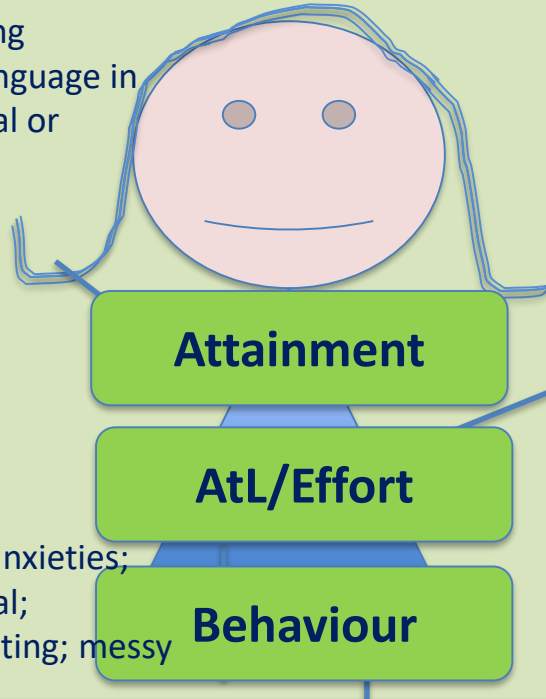
Wave 2: Pupil continues to make 'less than expected progress' or to have 'greater difficulty in learning'

Communication & Interaction

Peer group difficulties, attendance; declining attainment due to greater complexity of language in curriculum; unusual responses; oppositional or pedantic

Cognition & Learning

Reading, spelling and handwriting; easily distracted; lack of homework; failing to progress or achieve; failing to finish



Social Emotional & Mental Health

Peer group difficulties, attendance; illness, anxieties; anger or emotional; food issues; oppositional; withdrawn or isolated; difficulties concentrating; messy books; unfinished work

Physical & Sensory

Generally known or acquired impairments or medical conditions; absences; concentration; anxiety/hyperalert; may need adjustments that will lead to EAA.

K-SEN Support & Identified with strategies for support on the School SEND Register

Working with the SENDCo or Inclusion Team, teachers conduct a holistic assessment of need, which looks at all aspects of the child. Difficulties are likely to be present across the school.

A Person Centred Plan is often created, which involves a structured Assess Plan Do Review. Support and assessment may involve external agencies or professional advice.

The Person Centred Plan

PERSON CENTRED PLAN FOR:	PUPIL NAME	Status:	e.g. EHCP, K-SEN, D-SEN, Medical, LAC, PP, Able
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PUPIL PROFILE (The Holistic Assessment)				
Level of Challenge	What does Assessment look like?	Look out for:	Academic Attainment	Medical/Health/SEMH
Based around Blooms Taxonomy	Less/same/more challenge; adapted (e.g. voice or simplified); access arrangements or reasonable adjustments needed	Signs or indicators that the pupil is struggling in some way	e.g. literacy/numeracy skills; working at or below curriculum level etc.	Any medical, physical, neurological or cognitive diagnoses
Expectations in Class	Behaviour Management	Pastoral Involvement	Academic Targets	Cognitive & Learning P
e.g. what is different to other children; will pupil concentrate in same way, achieve the same quantity of work?	Tips for appropriately managing this pupil needs	What level of pastoral	Pupil targets and ability level	Professional assessment of

3 cycles with a coherent golden thread

<ul style="list-style-type: none"> Strategies that will work for this pupil to make progress
LSA Deployment
Using the TA framework based on Zones Proximal Development, e.g. model-corre. Will also indicate the level of need, e.g. s needed in unstructured time

THE PERSON CENTRED PLAN (Assess Plan Do Review)				
The Rationale: Why is the person centred plan needed? What has already been done?				
This might include a short history of difficulty; history of intervention (e.g. at primary) or history of assess plan do review; how the difficulties have arisen; conversations with parents or pupils or other teachers. Care to make sure we say what we have seen or not seen/only heard reported.				
Long Term Outcome(s)		Success Criteria (How we are measuring progress)		
e.g. Reading skills and writing that allow independent access to a highly differentiated and modified curriculum, and which may lead to a less academic and more vocational and functional educational pathway.		Measurable improvements in reading accuracy, fluency, spelling and writing as assessed in intervention, starting with CVC and CVCC words by the end of Year 7.		
Short-term Outcome(s)- Termly				
Intervention/ Area of Focus	Baseline Competency(ijs) (What pupil can do now)	Target Competency(ijs) (What pupil will be able to do)	Actual Competency(ijs) End of Intervention	Evaluation, Progress and further action

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is **additional to or different from** this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. **Special educational provision is underpinned by high quality teaching and is compromised by anything less.**”*

Paragraph 1.24 SEND Code of Practice

‘Additional to’ or ‘different from’ may mean:

ELSA; Mental Health Support; Speech & Language; Occupational Therapy; targeted classroom support (LSA); Escalation up the behaviour pyramid; modification to timetable or curriculum study; or reasonable adjustments, such as toilet pass, headphones, laptop, extra time etc.

Wave 3: Pupil needs high level of targeted or specialised provision to support progress

Communication & Interaction

Ongoing involvement from external agency, e.g. Speech & Language
Support from Autism West Midlands or other agency
Targeted support
Adjustments for unstructured times
Social skills/ELSA support

Cognition & Learning

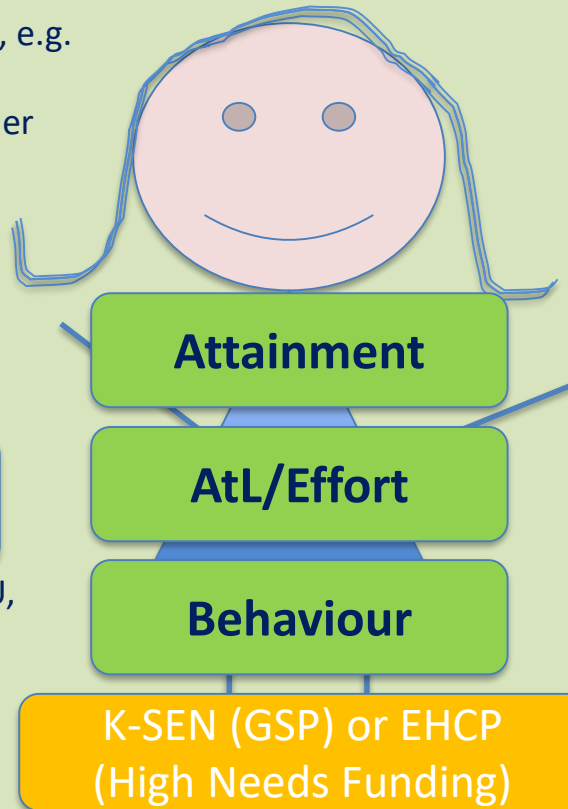
Targeted classroom support, e.g. reading, vocabulary and instructions
Extra time or other adjustment to support processing
Technology for learning

Social Emotional & Mental Health

External agency support, e.g. CAMHS/BeeU, ELSA for self-esteem, anxiety etc.
Support for unstructured times
Risk Assessment and Behaviour Mgt Plan
Modifications to curriculum
Rest breaks

Physical & Sensory

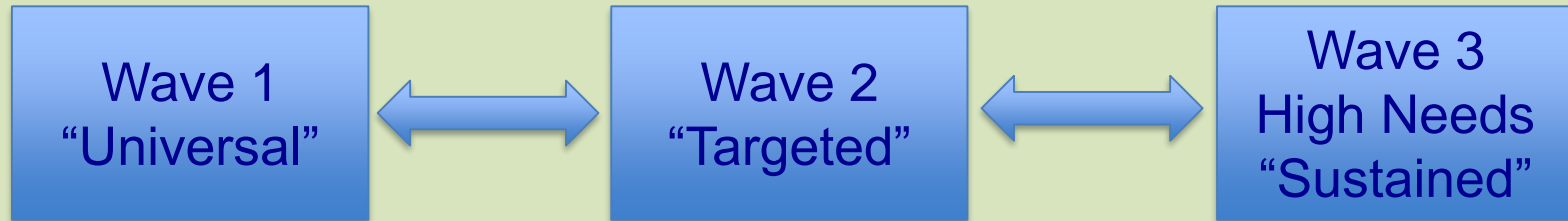
Specialist equipment
Targeted classroom support
Adjustments to curriculum or school day
Specialist targeted support from LSA



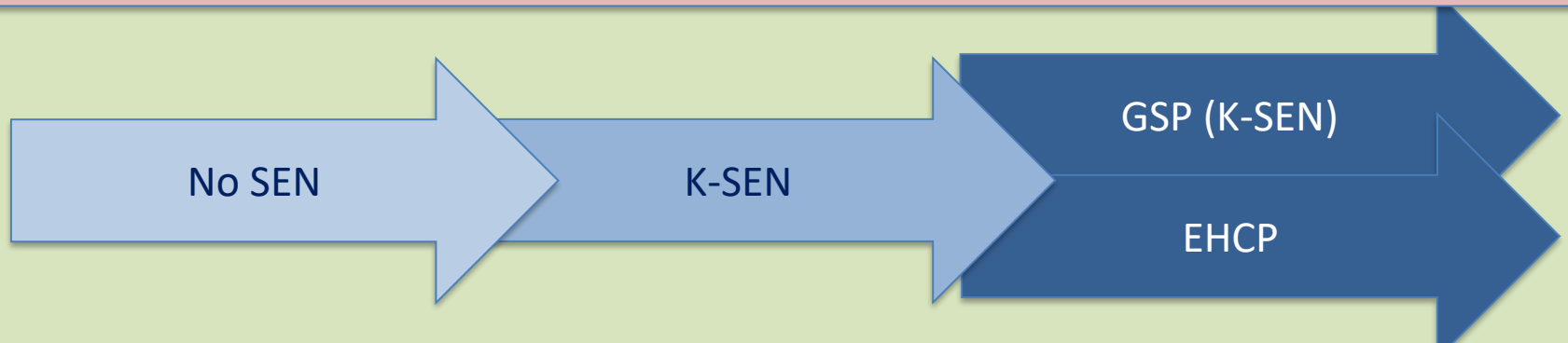
School provide continued targeted or specialised provision, which may include an expected slower rate of progress, modified or adapted curriculum/qualifications and possibly specialised equipment

Waves of Provision

'Waves' refers to the Graduated Approach, but also to the growing complexity of serving a particular child's needs and supporting progress



A child is not considered to have SEN unless they are receiving provision that is 'targeted' or 'sustained'.



Where a child's need is fully understood and progress can be achieved through differentiation in the classroom and/or a reasonable adjustment, such as technology, St Martin's view this child as having D-SEN Support – a differentiated need. These pupils are monitored and reviewed regularly and will be considered for exam access arrangements (GCSE or KS2 SATS).

SEND Criteria at St Martins

Effectively, in moving beyond Wave 1, we are looking to understand if the lack of progress is related to an SEND need.

Wave 2:

1. Pupil falls below school's agreed threshold for literacy and/or numeracy
2. There is lack of progress in the classroom, which has not been resolved by Wave 1 intervention. This lack of progress could be related to academic and learning, social and emotional, communication and interaction or developmental, physical or sensory.

Wave 3:

1. There is a continued lack of progress and an understanding that the SEND need is a result of a long term, substantial impairment or learning difficulty. There would be evidence of lack of effective progress despite Wave 1 and Wave 2 intervention.
2. It is likely that an application for assessment for an EHCP or Graduated Support Plan is taking place.
3. Or that the pupil already has a Statement of Educational Need (Wales) or an EHCP or Graduated Support Plan.
4. It may be that further investigation is being pursued, possibly including alternative provision.

SEND Team

SEN Governor
Vicki Silver

HeadTeacher
Sue Lovecy

Senior Leadership
Team

Assistant Head SEND
Carol Jones

SEND Co-ordinator
Sue Dix

Learning Support Assistants
(15.7 Full Time Equivalent)
Excludes nursery staff

Primary Teaching Staff

Secondary Teaching
Staff

FAQs?

These FAQs reflect our provision as it currently stands (September 2021), however, our model of provision is currently under review.

Q. Will my child have someone supporting them in class?

A. Not necessarily. Our LSAs are deployed to support pupils who are in receipt of high needs funding and then to support pupils whose level of support is in excess of what can reasonably be achieved through Quality First Teaching.

Q. Can my child have an assessment for dyslexia?

A. We are unable to provide a diagnostic assessment for dyslexia for every child that shows dyslexic tendencies. In certain circumstances, we can commission an external agency to provide an assessment and, if appropriate, a diagnosis. However, in school, our priority is to ensure that your child has the right special educational provision to make progress and a diagnosis is not always needed in order to do this. All teachers are familiar with dyslexia and are offered regular training to update their skills and knowledge and there are lots of strategies and resources available to them. We also have staff in school who can use cognitive assessment to identify what is needed. In addition, in Year 10, teachers nominate pupils for an assessment for Exam Access Arrangements, which will ensure that pupils who need it, can get an adjustment such as Extra Time, Supervised Rest Breaks, Reader, Scribe in their Y10/11 exams.

FAQs?

Q. How can I get my child assessed for ADHD or ASC?

A. ADHD and ASC are diagnosed via a neurodevelopmental pathway with BeeU (Shropshire) or CAMHS (Wrexham). These assessments require that characteristics and behaviours are present across two settings and that they are linked to a substantial impairment that is long term and persistent. We are required to provide at least 3 cycles of evidence of the Assess Plan Do Review process, which we will only do if we are seeing evidence of difficulties in school that are impacting significantly on progress. Characteristics and behaviours associated with ADHD and ASC can also be due to a range of learning, developmental and/or social reasons. The important thing is that your child is learning strategies to cope, to be resilient and can make progress academically and socially.

Q. My child has SEND but keeps getting detention?

A. Your child should not get detention (or any disciplinary action) due to a SEND need that is not being met. Firstly, talk to the teacher and/or Form Tutor to understand the reason(s) for the detentions. Before detentions are given, teachers should ensure that appropriate support and differentiation has been in place. If you are concerned, please contact the SENDCo – sdi@stmartins3-16.org and/or refer to the school complaints procedure.

Q. Is there somewhere my child can go at break and lunchtime?

A. If your child's provision states that break and lunchtime provision is required, we will accommodate a quiet place for them to go. We are committed to ensuring that our young people are prepared adequately for a life beyond school and, therefore, we support pupils to find ways to navigate unstructured times by finding their own quiet place, with like-minded pupils.

FAQs?

Q. My child has anxiety, what help can they get from school?

A. Support in the first instance is provided by the Form Tutor and, as appropriate, pastoral support and strategies to support resilience are provided by the Student Support Team, this may include a Ten Minute Time Out and signposting to [Kooth](#) or [BEAM](#). If your child's anxiety is becoming extreme or affecting access to learning and education, we will follow the Graduated Approach of Assess Plan Do Review. This may include access to intervention such as No Worries, support from an Emotional Literacy Support Assistant (ELSA) or from the School Mental Health Practitioner. If needed, we work with parents to support referrals to CAMHS/BeeU and involve other agencies and the local authority. As appropriate and if necessary, we can offer a modified timetable or graduated return to school. We aim to adopt a collaborative approach with parents/carers around anxiety, where action at school and at home are mutually supportive to help build an approach to access that is gradual and sustainable.

Q. Do you have facilities for nurture groups or time out?

A. We have a 'squishy' room in Student Support Services, which can provide a quiet and nurturing place to be and our ELSA team set up small group interventions to meet specific needs of pupils. We also like to think that our school staff are generally nurturing and supportive of social and emotional needs. However, we do not currently have a policy around nurture groups. We do offer certain pupils time out and usually this is established with clear guidelines for use and with support in place to enable the pupil to gradually build resilience and reduce the need for time out.

Further Information?

From school:

- Contact your child's form tutor or class teacher
- Contact the SENDCo – Sue Dix, sdi@stmartins3-16.org
- Refer to the SEN Information Report and school policies on our website <https://www.stmartins3-16.org/>

Other sources:

- <https://shropshire.gov.uk/the-send-local-offer/>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <http://www.cabshropshire.org.uk/shropshire-iass/>