



St Martin's 3-16 Learning Community

Special Educational Needs & Disability (SEND) Information Report

Dated:	November 2024	Version No:	2024.1
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Review Date:	November 2025
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Key Roles in School

SENDCo	Ms Sue Dix	susan.dix@stm.318education.co.uk
Head Teacher	Ms Sue Lovecy	sue.lovecy@stm.318education.co.uk
SEN Governor	Ms Vicki Silver	vicki.silver@318education.co.uk

Our SEND Profile as at 1st November 2024

EHCP/Welsh IDP	17 / 2.37%	K-SEN, including GSP	155 / 21.59%
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Figures for EHCPs are below the national average (4.8% as at Jan-2024), however figures for K-SEN are above the national average (13.6% as at Jan-2024). Overall, the number of SEND students at St Martin's is above the national average (23.96% compared to 18.4%).

In addition, St Martin's has 133 students on "Monitoring". These students may be undergoing observation or assessment; or they may have a condition or diagnosis that requires differentiation.

CHANGES TO PROVISION & NEW INITIATIVES FOR 2024-25

Professional Development and New Skills

- We now have 4 LSAs who are [ELKLAN](#) trained. This provides the school with specialist training in speech, language and communications needs for age groups 3-5y, 5-11y, 11-16y and as it relates to autism.
- We now have 4 [Executive Function Coaches](#). Executive Function involves the cognitive skills that help people plan, solve problems and adapt to new situations. It underpins neurodiverse conditions such as dyslexia and ADHD and can help and support students with their learning and their self-regulation.
- We now have 5 members of staff trained in [SRS Sound Reading System](#): a systematic synthetic phonic reading programme that teaches reading and spelling in simple logical steps. This will form the basis of all our catch-up programmes.
- All our learning support team have been trained in the [Language of Learning](#) (also known as [Blank Level Questioning](#)), which is a framework to assess and support verbal reasoning and abstract language skills.
- All our learning support team have been trained in [Sensory Integration](#), to understand the process by which the brain receives, organises and interprets sensory information from the environment and the body – and then how to support students who have difficulties in this area.
- We now have staff across primary and secondary – including 3 senior leaders – trained in Pride, which is a form of [de-escalation and behavior management](#) training.

Adaptive Teaching

- A Trust-wide focus on high quality teaching that is adaptive to the needs of students, providing scaffolds so that all learners can access the curriculum. It uses sound assessment and data to understand students. It can involve adapting language and instructions, using technology and is aimed at fostering independence.

Deployment of Teaching Assistants

- We are changing our model of deployment to support the Trust's initiative around Adaptive Teaching. The changes are likely to come in over the spring and summer terms of 2024-25.
- The model moves away from providing an LSA in classes where there are EHCP students and focuses on supporting teachers in understanding the needs of children so that ultimately students can be independent.
- This model means putting LSAs at key transition points, such as Year 7, to accelerate the understanding of children and use screening and intervention to establish a picture of need and support. It also means providing an 'outreach' to focus on certain students, or certain types of need.

PINS Project

- A DfE initiative about improving inclusivity of neurodiversity in primary schools: we are one of 20 schools in Shropshire taking part.
- For St Martin's, there are two strands – inclusion around neurodiversity; communication and language friendly environments.

Why We Have Made Changes

- Increasing complexity of need requires greater understanding, skill and knowledge to ensure that, as a school, we can effectively overcome barriers to learning.
- Pressure on school budgets means we have to work differently to meet the needs of our children and young people.

Overview

Our SEN Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The vision for our school states that **“our children are individuals, respected for their differences and celebrated for their strengths.”**

Our vision for our children with SEND or any form of difference is that they feel part of an inclusive, tolerant and supportive environment that enables them to prosper and that to achieve the best possible educational, social, emotional and other outcomes that will prepare them effectively for adulthood.

This involves ensuring that the views, wishes and feelings of the young person and their family are taken into account in planning their support and provision, and that decisions are made with them, based on being fully informed and being supported to participate effectively in those decisions. We value the role of the family in working with us for the benefit of SEND children. The family’s role in providing consistency with school, sharing information and supporting techniques and strategies can make a real difference in the outcomes achieved by SEND children.

Our provision is primarily delivered in the classroom. We want all pupils to receive high quality education directly from teachers and we make variations to a child’s classroom provision only where it is appropriate and necessary for their particular needs and/or progress. We aim to develop independence by judicious use of technology, skilled interventions from teachers and/or learning support assistants (“LSA”) and by carefully scaffolded and adapted access to an appropriately challenging curriculum.

We recognise that we are not perfect and that there is always room for improvement in our provision. Every child is different, and although everyone in school has good intentions, we recognise that we are all constantly learning. This means that we are aiming to make time for our staff to become familiar with the needs of pupils, and that we constantly review training needs and we try to put the right courses in place, for the right staff, at the right time. Additionally, we aim to reinforce learning from training and to ensure that staff are supported in how theory learnt on courses can be effectively translated into supporting pupils in school.

St Martin’s has some particular challenges, as our popularity as a school means we have grown significantly over the past 4-5 years. We have taken in a greater number of pupils than outlined in our Published Admission Number (PAN) without a corresponding expansion in our organisational infrastructure. Pupils and parents choose us over other local schools because we are small and because we demonstrate our commitment to knowing our pupils and building relationships with each one. A greater proportion of our pupils and parents are looking for a higher level of pastoral care or social emotional or SEN support, which places an increased burden on staff in key roles. We remain committed to our aims but sometimes are not able to deliver as quickly as we might like.

This information report is has its foundation in the statutory guidance outlined in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

What role do staff play in supporting Special Educational Needs and Disability (SEND)?

The SENDCo:

- Works with the Headteacher and the SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Has day-to-day responsibility for the operation of the Trust's SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advises on the graduated approach to providing SEN support.
- Advises on the deployment of the school's delegated budget and other resources (including LSAs) to meet pupils' needs effectively.
- Is the point of contact for external agencies, especially the local authority and its support services.
- Liaises with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensures the school keeps the records of all pupils with SEND up to date.

The SEND governor:

- Helps to raise awareness of SEN issues at Governor's meetings
- Monitors the quality and effectiveness of SEN and disability provision within the school and ensures that the Governors are regularly updated
- Works with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher:

- Works with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability
- Champions the needs of SEND pupils within Senior Leadership meetings to ensure that all school policies and procedures adequately and appropriately reflect the SEND Code of Practice and provide for the needs of SEND pupils, clearing blocks that may be impeding effective day to day execution of SEND policy.
- Informed by conversations with the SENDCo, raises awareness of SEND issues, patterns or trends at Senior Leadership meetings to enable change in our whole school provision, which may or may not include staffing or organisational changes, or training.
- Works with the Senior Leader for Teaching & Learning to ensure that teaching and learning is meeting the needs of SEND pupils with effective differentiation, intervention and, where applicable, deployment of LSAs.

Teachers:

- Responsible for the progress and development of every pupil in their class, including those with SEND
- Understands the needs of all pupils, including those with SEND and ensuring familiarity with any person centred planning (including Education, Health & Care Plans) and any professional, which then enables planning a curriculum and lessons that allow all pupils to make good progress.
- Works closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how classroom teaching can build on and consolidate this for progress.
- Works with the SENDCo to review each pupil's progress and development and decide on any changes to provision.

- Follows SEND policy and procedures and taking advantage of training opportunities to improve practice with SEND.

Learning Support Assistants and Support Staff:

- Where timetabled, deliver support (under guidance from teachers) to a named (or group of named) individuals in accordance with statutory provision as outlined in EHCP, IDP (Wales); or in accordance with professional advice (e.g. Educational Psychology Report, SALT, OT or Cognitive/Wave 2 Assessment).
- Where timetabled, provides classroom support to other pupils as required by the class/subject teacher, e.g. Pupil Premium, More Able – in order to allow time for the teacher to work directly with pupils with SEND.
- Delivers or assists (where appropriate) in the progress of pupils through intervention. This may be where the LSA has specialist training or knowledge (e.g. ELKLAN, ELSA, etc) or as part of an outreach project on a particular student or aspect of our school provision.

What is a Special Educational Need or Disability (SEND)?

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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

Support from an external agency, such as Mental Health Support; Speech & Language; Occupational Therapy; Early Help; Social Worker; Voluntary agency; Learning, behavioural or social/emotional specialist.

It could also mean targeted classroom support (LSA); Escalation up the behaviour pyramid (with specific support to help with engagement); modification to timetable or curriculum study; or reasonable adjustments, such as toilet pass, headphones, laptop, coloured overlay, reader pen etc.

It may also involve buying in services from alternative provision or providing adaptations to curriculum or timetable.

What types of SEND does the school provide for?

St Martin's currently has a diverse community with needs across all four categories of SEND.

The majority of our SEND students have difficulties with Cognition and Learning and/or Social Emotional Mental Health. As with national trends, we have seen an increase in children with anxiety and difficulties with mental health approximately 27% of our student population having difficulties in this area (some diagnosed or waiting assessment for autism). Approximately 30% of our population have difficulties with Cognition and Learning, some of which stems from early difficulties with speech and language (which impacts on the development of reading, comprehension and writing).

Approximately 15% of our students have difficulties in the area of Communication and Interaction, with a proportion of these students diagnosed on the autistic spectrum and we are also seeing a growing number of children starting school with speech and language delays. Approximately 12% of our students have an identified Physical or Sensory Need. We have several students with hearing impairments, a few with mobility or medical conditions that require use of specialist facilities but we do not currently have any students requiring wheel chair access.

COMMUNICATION AND INTERACTION

Autistic Spectrum Conditions; Language Difficulties (understanding words and sentences, using appropriate vocabulary and being able to organise thoughts and ideas to create speech); Speech Difficulties (ability to process and combine sounds); Communication Difficulties (saying the right thing at the right time in the right way); Non-verbal Communication Difficulties (understanding gesture, body language, facial expressions and voice intonation)

COGNITION AND LEARNING

Dyslexia; Dyscalculia; Dyspraxia (Development Coordination Disorder); Phonological Awareness Difficulties (knowledge of and ability to blend, segment and process sounds); Working Memory Difficulties; Visual/Auditory/Phonological Processing Difficulties; Organisational and Planning Difficulties; this can include pupils with global developmental delays and moderate learning difficulties

SOCIAL, EMOTIONAL AND MENTAL HEALTH

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

SENSORY AND PHYSICAL NEEDS

Visual or Hearing Impairment; Physical Disability or Complex Medical Condition; Congenital Disorders; Sensory Processing Difficulties (Proprioception, Vestibular, Auditory, Tactile, Oral); Other Medical Conditions and/or Life-long Conditions, such as Cerebral Palsy, Diabetes, Anaphylaxis/Allergies; Asthma

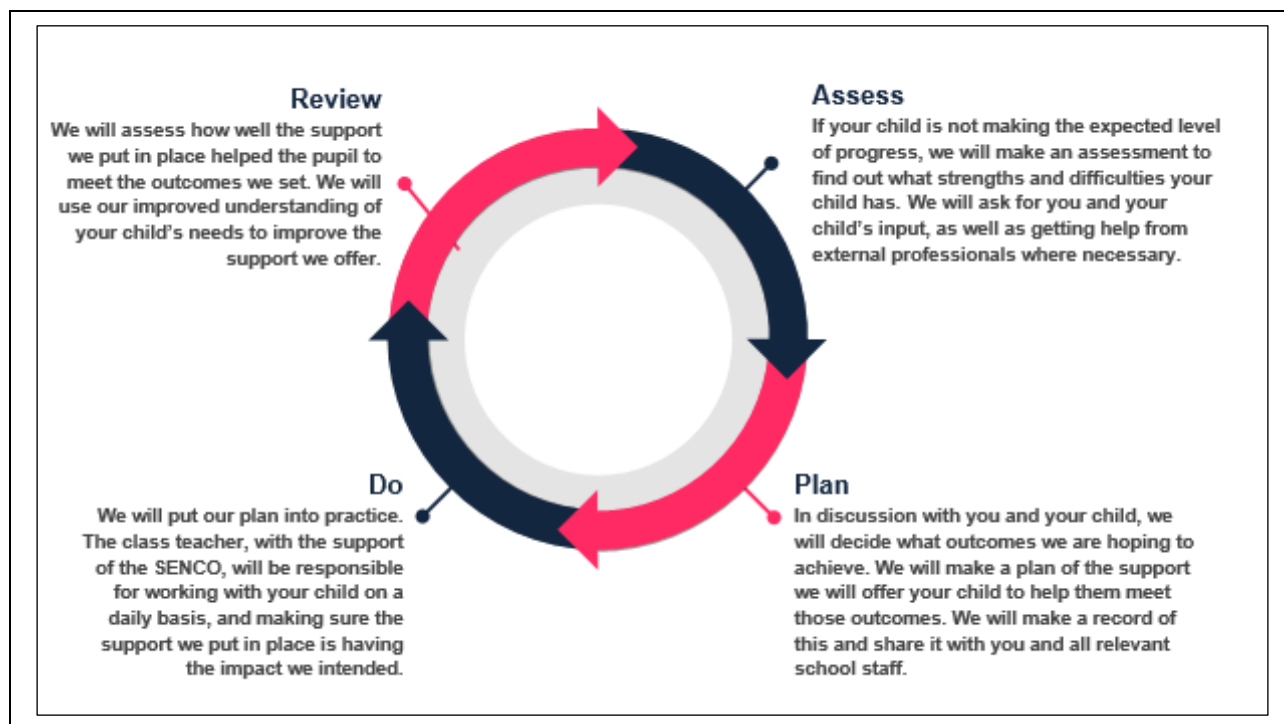
How does the school know if a child needs SEND support?

Importantly, we assess each pupil's current skills and levels of attainment on entry, building on knowledge from previous settings and Key Stages, where appropriate. In nursery and reception, this is done as part of observing the pupils through play-based learning against the EYFS development goals. Throughout primary, we use a range of screeners, observations and assessments to monitor progress and development. Teachers continually monitor all aspects of a child's academic and personal development passing this information on as part of a comprehensive year to year transition discussion.

In Year 7, we use information from the transition process and also screen using Literacy Assessment Online to establish a baseline for spelling and reading comprehension and using the Pearson baseline in Maths to establish numeracy skills. We now include CAT4 testing for Year 7 to provide additional information on the cognitive ability of pupils.

These assessments provide a starting point for all our pupils and help us identify those who are falling below a certain threshold, where access to the curriculum will be more difficult and where making progress is unlikely to proceed at the same rate as their peers and/or without a reasonable adjustment in place. They help us identify pupils who may benefit from a particular learning approach and provide a more sophisticated and nuanced approach to reviewing SEN and catch up needs within school.

This data means that we can target intervention to either enable pupils to catch up, or to further assess needs, and/or to establish reasonable adjustments or ongoing differentiation or support needs. This is done following the **Graduated Approach of Assess, Plan Do Review**. This is a 4-part process:



For all pupils across all years from Reception to Year 11, teachers will make regular assessments of progress and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional development. Slow progress and low attainment will not automatically mean a pupil is recorded as having a special educational need. Likewise, having a diagnosis does not necessarily mean a pupil will require special educational provision either.

As outlined above, when deciding whether special educational provision is required, the SENDCo will take into consideration the observations made and the Assess Plan Do Review already conducted by teachers and establish if difficulties and needs are seen across different aspects of school life. A holistic assessment of need is conducted as part of a person centred planning approach and the views and the wishes of the pupil and their parents are also included. Sometimes this can involve a referral to an external agency, such as BeeU or CAMHS, SALT or OT, and sometimes this can involve a professional assessment by an

Educational Psychologist or Dyslexia Assessor etc. Conducting this process effectively takes time and relies on robust assessment and information from teachers.

Following through at least 3 cycles of Assess Plan Do Review, ensures that school can gain a greater understanding of need and how best to support progress. The process enables us to establish if the difficulties are related to SEND, or not. Either way, we endeavour to support pupils to progress, however, an identified learning difficulty or special educational need will have longer term implications for the child's progress and development towards adulthood. Some pupils will continue on a cycle of Assess Plan Do Review until an equilibrium is found where, given the right support, the pupil is able to make progress that is appropriate based on their ability. Others may go on to receive high needs funding through a Graduated Support Plan or EHCP/IDP, and some may have modifications made to their curriculum either through alternative qualifications or a reduced programme of study.

As with all aspects of our SEND provision, we have good intentions and we do our best to ensure that SEN in our pupils is identified and intervention put in place as early as possible; and that the cycles of assess, plan, do, review continue uninterrupted. This is not always the case. Situations can change, which mean that we sometimes have to adapt or halt support, redeploy or change the resources/staff members involved. We endeavour to have an open and honest dialogue about these situations as they arise and to ensure that we mitigate any impact on pupils.

What is provided at SEN Support?

The Graduated Approach is adopted for all pupils who are failing to make progress (as outlined above). This means that even if your child is not considered to be SEN Support, they may still be having intervention or support to fill gaps or understand their needs further. (Students who do not have a specific SEND need tend to make effective progress once the gaps in learning have been addressed.) The type of support provided will vary depending on your child's needs and difficulties but could mean:

- Engaging in 1:1 and/or group intervention sessions with specific targets/outcomes to help them make progress. These are generally organised during the normal school day at times that do not interfere with access to a broad and balanced curriculum.
- In-class focus, whereby the teacher ensures that they understand instructions, are offered step by step instructions and/or immediate and timely feedback to help them achieve success and consolidate learning.
- Regular discussions between the teacher and SENDCo (and sometimes parents/carers) to build a picture of concerns.
- Use of 'nutshell' and other resources to identify traits and indicators for specific areas of concern,

Where a child or young person has intervention, these are time-limited and targeted and will be conducted under the supervision of the teacher or SENDCo. Each intervention has a baseline/starting point and an appropriate assessment and evaluation at the end to determine if/what progress has been made and what the next steps should be. Some interventions are run by a Learning Support Assistant who is trained specifically to run the particular group, e.g. our ELSA may run a group No Worries intervention or a 1:1 intervention to boost self-confidence.

Under SEN Support, it is also likely that a more specialist or in-depth assessment takes place or support is commissioned from an outside agency, such as SALT, or CAMHS and that the recommendations are co-ordinated and implemented as part of person centred planning. The SEND Code of Practice says that schools 'should' meet with parents/carers at least 3 times a year to review progress and discuss activities and support. In EYFS, KS1 and KS2, this is arranged by the class teacher. In KS3 and KS4, this has been more difficult to achieve. However, we are developing our Form Tutor role to include this type of holistic review of progress.

Under SEN Support, you can expect the SENDCo to take an over-arching interest in your child's progress and to be supporting teachers and support staff to conduct interventions, put strategies and/or reasonable adjustments in place in the classroom and to set appropriate targets and outcomes – as part of a co-ordinated person centred plan. The SENDCo has overall responsibility for the day to day implementation of SEND policy, which includes all 4 categories of need, including social, emotional and mental health (SEMH). Where your child has care or welfare needs that also impact on their progress (in a holistic sense), these will also be included as part of any person centred planning.

How will the school measure a child's progress?

All SEND pupils are subject to the same monitoring and tracking processes as all pupils in school. This includes the regular reporting cycle and processes such as book looks, observations etc. Pupil's attainment against targets (and in Primary against National Age-Related Expectations) helps identify those who are failing to make expected progress academically; behaviour marks and attitude to learning assessments helps identify those who are lacking engagement, and whose needs may not be understood. Whole school literacy assessments in Years 4-9 help identify those pupils who are failing to make progress in reading and/or spelling. All this data is used as part of a holistic assessment for pupils with SEND.

Additionally, the Graduated Approach and four-part cycle of **assess, plan, do, review** involves setting targets that are Specific, Measurable, Achievable, Realistic and anchored in a Timeframe (SMART). This makes reviewing progress more precise and less open to interpretation.

As far as possible the progress of SEND pupils is reviewed by the SENDCo termly either in detail or as part of a review of overall school data.

The Headteacher has always and continues to consult with SEND pupils as part of "Pupil Voice", which ensures that pupils have the opportunity to express their own views on how their needs are being met and how they feel about their own progress. In 2021-22, the SENDCo introduced the "Pupil Journey". This involves a member of the Senior Leadership Team (SLT) following the journey (or "try the shoes") of a particular SEND pupil for a whole day. This not only means that SLT get a greater sense of the needs of individual SEND pupils but can also assess the impact of a busy curriculum, the format of timetable, arrangements for breaks and lunchtimes on the progress and development of SEND pupils. To date, this has only taken place on a small scale. This type of initiative is designed to test our provision and assess if we are delivering for SEND pupils as we say we will.

We recognise that progress is not always linear and that it can look different for certain children. In line with the Code of Practice, we want our education to enable children and young people to

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful **transition** into adulthood, whether into employment further or higher education or training.

This means that for pupils with SEND, outcomes are often based around the aspirations of the child, and may include smaller steps of progress and/or concrete life skills that address their particular barriers to learning or achievement. Traditional school progress measures will still be monitored and are still important, but for some children and young people, there are wider outcomes that can underpin their success in school and beyond.

What is our approach to teaching pupils with SEND?

Our school has 4 levels of provision – universal, targeted, sustained and bespoke (specialist). We are working to ensure our school provision at universal and targeted is at least as good (for our demographic of students) as that outlined in the Shropshire Ordinarily Available Provision (see <https://next.shropshire.gov.uk/media/5eqnkitd/shropshires-ordinarily-available-provision-v2-final.pdf>). Our own 2023-24 (Draft) provision is outlined in the appendix.

Universal Provision

This is also referred to as Quality First Teaching, Wave 1 and Basic Provision. It is effectively provision and support that is available to all students. This does not mean that all students will have all the provision that is classed as universal, but that school is able to provide a certain range of strategies, interventions, and/or reasonable adjustments etc. to those students who need them, in order to support progress.

This is the most important element of our provision, as teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. The SEND Code of Practice states that high-quality teaching is the first step in responding to pupils who have SEND. This involves teachers making effective use of assessment data to make adjustments, to differentiate and to challenge as appropriate.

We aim to provide a broad and balanced curriculum that is appropriately differentiated for all pupils with SEND throughout primary and KS3. This means that, as far as possible and appropriate, all pupils will be involved in every subject in the curriculum and will attend all mainstream lessons. We recognise that we have a number of very bright, intelligent and able pupils with SEND and we want them to reach their potential whilst supporting their needs. Having good universal provision allows pupils full access to the curriculum, whilst being appropriately supported.

Universal Provision/Quality First Teaching (QFT) is pivotal and can be viewed as the cushion or foundation on which our targeted and specialist/sustained support sits. It should deepen and become a richer source of support for the child/young person as their needs become clearer. Even high needs support, such as provided through an Education Health & Care Plan (EHCP) relies on good universal/QFT being in place.

For your child, this means:

- that the teacher has the highest possible expectations for your child and all the students in their class
- that all work is pitched at an appropriate level so that all students, regardless of their needs, are able to access it,
- that, typically, a lesson may involve having different levels of work set to ensure scaffolding support and stretch and challenge
- that for some students, work is individually adapted to support independent access whilst also providing a level of challenge
- that teachers may group pupils, provide 1:1 work; or adapt the teaching style, content of the lesson for some or all pupils
- that teachers may offer recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc. – and will ensure that specialist equipment needed is always available
- that teachers may provide some pupils with longer processing or completion times, or offer pre-teaching of vocabulary, or offer specific reading or instructions
- that interactive displays, learning walls and resources are accessible for all students
- that specific strategies (that may be recommended by the SENDCo and/or external professionals) are in place consistently
- that teachers will understand your child's progress and are making provision for any gaps or support they may need

- that at certain stages of education, e.g. Reception and Year 7, there may be LSA support available for intervention or support in the classroom.

Targeted Provision

This is also referred to as Wave 2 provision as it assumes that a child/young person is not making expected progress and needs more specific support to understand their needs, to help them catch up, or to help them to make progress. Pupil's at Targeted Wave 2 are likely to be designated as SEN Support – at least until needs are understood.

Targeted provision may include temporary access to specialist equipment or resources; time-limited interventions; support from external agencies. Our intention is to support our pupils to understand their own needs and to develop independence using techniques, tools and strategies that they can use without adult intervention. Therefore, our targeted provision aims to support pupils to develop their ICT and keyboard skills and use of assistive technology such as Read & Write, Microsoft Immersive Reader and Dictate. We are also trying to widen access to laptops, iPads and Exam Reader Pens, which support independent access to reading material. Additionally, our most common SEND-led interventions include:

- Speech and language, e.g. Talk Boost or from a SALT report
- OT for gross/fine motor skills, e.g. Cool Kids
- Phonics – for pupils who are having difficulty acquiring early literacy skills or pupils having difficulties with reading and spelling
- Reading, spelling, writing, numeracy interventions – often using bespoke resources, such as IDL Literacy and IDL Numeracy
- ELSA (Emotional Literacy Support) for a range of social and emotional difficulties

Sustained and Bespoke Provision

This is also referred to as Wave 3-4, and Specialist. This is where pupils are supported by high needs funding in the form of Graduated Support Plan or Educational Health and Care Plan (or Individual Development Plan in Wales), or where they are on the pathway towards this. It is where school needs additional funding in order to provide the sustained, specialist and 'additional/different' support that the child/young person needs in order to make progress and meet outcomes.

The main difference between Targeted and Sustained/Bespoke provision is often the complexity of need, the permanent and sustained nature of the support and the amount of adult support involved. For example, Learning Support Assistants are often deployed as Wave 3-4 sustained provision (see LSA Deployment policy for further information).

Sustained/Wave 3 provision also includes permanent modifications to the curriculum for certain children to allow for wider outcomes to be met. As far as possible, we do not do this for primary age children, although we may disapply some children from national assessments, such as SATs.

In KS3, we may withdraw certain children from MFL if this is considered to be beneficial to their overall progress and well-being. We do this carefully and considerately as we aim to be ambitious for all our students and to overcome barriers, rather than sustaining them. We always involve students and parents/carers in such discussions, with the students views and aspirations paramount.

From Year 9 onwards, we have discussions about the KS4 curriculum and whether any modifications or adaptations are required for our SEND pupils. This may mean reducing the GCSE workload commitment for some pupils, or adapting the qualification from GCSE to an alternative (for example Entry Level or BTEC) for others. We want to be ambitious for all our SEND pupils, but do not want pupils to feel overwhelmed, underperform or have a miserable experience of school. We want to support our SEND pupils to achieve

beyond school and to feel fully prepared for adulthood and sometimes this means taking a more creative and holistic approach and designing a personalised curriculum that meets longer term outcomes for the pupils, rather than short term results for school. All such decisions involve the pupil and parents/carers and may also involve the advice of professionals.

In school, we have three routes for our bespoke provision, one is through the Courtyard – effectively a hub focused on the needs of EHCP students. The second is via Restart – our school-based alternative provision hub for those with difficulties around compliance and behavior. The third is addressing students who are finding attendance challenging for emotionally based (often autism or neurodiverse related). This provides graduated flexible on-line learning support whilst students needs are understood and as part of a plan to help the student maintain and re-establish engagement/attendance in school.

What specialist equipment is available?

School are obliged to meet the physical and medical needs of pupils under Equalities legislation and use school funding provided either through the Age Weighted Pupil Unit (Element 1) or the Element 2 funding (which forms the basis of the SEN 'notional' budget). Specific equipment or facilities which are for the individual use for a child may also be funded through the High Needs (Element 3) funding allocation attached to their EHCP.

In many cases, we can request support and assistance from Health care services, such as Occupational Therapy, Physiotherapy and the Sensory Inclusion Service – either for specific equipment or for advice on purchase decisions.

St Martin's has a fully equipped 'hygiene' room that provides a private place for pupils with complex medical conditions to change equipment (e.g. stomas) as well as a private first aid room for pupil use (e.g. for insulin injections).

The SEND Team and school departments are allocated a small budget to accommodate teaching and learning needs (which comes out of the Element 1 funding), which can also be used to purchase equipment for pupils, e.g. coloured overlays, task timers, noise reducing headphones, pen grips or other low cost resources. This year we are providing a starter kit of useful resources to all teachers and are encouraging department leads to make such provision out of departmental budgets as part of our universal/targeted provision.

St Martin's is investing in ICT technology and is working to get more laptops and iPads into departments where it can be deployed for the benefit of pupils. We have a number of Exam Reader Pens and in 2023-24, we purchased a 3 year licence for Read & Write and Equatio, which are forms of accessibility software to support literacy and numeracy needs. The SEND Team take advice from professionals on useful 'apps' and software, which we try out with our pupils.

Although the high needs funding is ring-fenced for particular pupils, often this funding is committed at the start of the year towards staff support costs. This means that securing expensive equipment and facilities during the year is subject to a funding request to the Headteacher.

We have been in consultation with the Local Authority SEND Team to look at ways to improve our facilities and provision for pupils. In 2023-24, we moved our SEND Team into a more central location in order to support pupils more effectively. In 2024-25, we will be in discussions regarding the possibility of a small SEND hub supported by the Local Authority.

How are you and your child involved in the process?

Conversations about a student's progress and development regularly take place between parents/carers and the Form Tutor, Subject or Class Teacher. Pupil voice is important to us and we expect pupils to be involved in conversations about how we support them or resolve difficulties, including those related to behavioural, attendance and social/emotional issues or situations. Our One Page Profiles allow students to share important information about how they learn, their difficulties and their aspirations. Revisiting these and having regular conversations around these ensure that students are consulted and their views are included in any decisions or plans.

Parents/carers are kept informed of progress through our regular reporting cycle and also of any specific action taken by Learning Support to support their child, e.g. a targeted intervention. Parents/carers will be contacted by teachers as appropriate to help support progress, but may not be informed of very early interventions by subject or class teachers. Such interventions that may not always be communicated to parents/carers could include a 1:1 session to discuss feedback on an assessment; or a sequence of 1:1 or small group interventions to address a particular difficulty; or where a short term behavioural or social intervention is planned (such as supported lunchtime or mentoring). Pupils are, however, always involved and consulted on solutions.

As soon as there are concerns regarding generalised difficulties or potential SEN, an early discussion with the pupil and their parents will take place. This is likely to involve the class teacher or form tutor and the SENDCo and is intended to help everyone identify whether the pupil needs special educational provision and how this will look. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Students and parents/carers' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child/young person and what success looks like
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents/carers. We will formally notify parents/carers when it is decided that a pupil will receive SEN support (K-SEN).

Once a pupil is identified as needing special educational provision, pupils and parents/carers are involved in an ongoing dialogue with school. This means at least one opportunity each term to discuss progress against the desired outcomes. This is likely to include academic outcomes as well as outcomes related to the pupil's specific area(s) of need. This may include, for example, outcomes for improving communication and understanding of language, social interaction with peers, or physical skills. These conversations may take place with class or form tutors and do not always involve the SENDCo

What training have the teachers and other staff had to enable them to support children with Special Educational Needs effectively?

Our SENDCo completed the NASENCO award in 2014-15 and has also been a Specialist Assessor for the Assessment of Exam Access Arrangements since 2017. Our SENDCo was appointed in September 2021 and regularly attends CPD and networking events to expand knowledge and skills needed to support an ever-diverse community of students.

We have a team of Learning Support Assistants (LSAs), which provide the equivalent of **11.7** full time members of staff to support our most high needs pupils from Reception to Year 11, and to act for early

intervention or targeted support. Additionally, English, Maths and Science have a subject mentor to support interventions specifically in those subjects and they are not necessarily working with SEND pupils.

In the past, we have a training day for our LSAs at the start of the year. This did not happen this year, and instead LSAs in Secondary have a scheduled hour in their timetable each week for CPD and planning. This enables them to extend their knowledge and skills using on-line training (e.g. from The National College) or working with the SENDCo or other staff to develop new skills and read student files to fully understand the needs of the students they are working with. LSAs in Primary are being provided with knowledge and skills specific to the Key Stage they are working in and the pupils they are working with. Key staff have been trained in aspects of speech and language, e.g. Contrastive Pairs, Attention and Listening. In addition, time will be set aside in the year for Primary LSAs to take advantage of The National College CPD.

Training and development for teaching staff on SEND forms part of the performance management process – all staff have a responsibility for SEND and Heads of Departments have responsibility for ensuring that staff take regular training in SEND to ensure that teachers can meet the needs of students and Teaching Standard 5 regarding the strengths and needs of students. In addition, the SENDCo sends round information on upcoming training courses and organises training on specific topics where the student population requires it – for example, Tourette’s training was organised to help teachers understand how to support students presenting with tics.

Our Senior Leadership Team make decisions on whole school CPD based on the priorities in the School Development Plan.

Priorities for the SENDCo in 2024-25 include:

- Making best use of ELKLAN and sensory integration training by having a SALT and SI Practitioner support staff with supervision and planning.
- Extending the Pride de-escalation training to enable staff to support and de-escalate distressed behaviours.
- Re-establish Zones of Regulation as a whole school strategy for emotional self-regulation
- Attachment and trauma focused training for whole school
- ELSA supervision for staff qualified in Emotional Literacy
- AET2-3 for key staff (Autism Education Trust)

How is your child supported at times of transition?

Transition has two meanings with regard to SEND. It refers to times when children change activities during the school day, and also refers to times of more significant transition, for example starting school in Reception or Year 7, moving between key stages or years and moving onto post 16 education.

Transitions during the school day

Children with SEND, particularly (but not only) those with neurodiversity such as Autism, can struggle with change during the school day. This can be about difficulties shifting focus, difficulties switching activities before a task is complete to the student’s satisfaction, or anxieties about corridor crowds, adapting to different teaching approaches or rooms. Cover teachers, room changes or subject matter not being what was expected, non-uniform days, visitors or school trips/visits, can all impact on a child’s experience on that day and can set up anxieties that build and impact their experience of school every day.

Our school provision at Wave 1 sets an expectation for teachers to ensure that appropriate preparation for change is made, within lessons and for changes in school routines such as trips and non-uniform days. Student one page profiles enable us to build an understanding of students and to support their resilience

and help them develop coping strategies – our aim is that, in most cases, our students will transition into post-16 and adulthood able to manage common disruptions or changes to their routines.

Some children and young people require additional support for transitions and, in some circumstances, we support students to leave lessons a little early to avoid busy corridors. We can also provide temporary or permanent arrangements for students to be met in the morning and have a short time to prepare for the day and a short time at the end of the day to prepare for the transition to home. Where needed, we also provide specific and additional preparation where needed to help SEND students prepare for trips or changes to routine, e.g. providing quiet spaces to work if there is a cover teacher, or preparing a social stories book around a school trip. Such arrangements are usually written into the student's provision and are often supported by intervention to help build resilience.

Transitions between years and phases

Our EYFS team contact and visit nurseries to meet children who are coming into our Reception class and plan specific transition for those who may need additional support. One page profiles from nursery settings enable us to provide continuity and to continue any process towards statutory assessment without interruption.

Class teachers in primary have a formal, structured and comprehensive handover of all students at the end of each academic year, which specifically includes a detailed discussion on SEND students so that interventions can continue smoothly and classroom strategies shared. Some children need additional transition, such as visits to the next classroom, meetings with the new teacher or transition booklets to look at over the summer.

A formal transition programme led by a member of our Senior Leadership Team operates to support all students moving from primary school into Year 7. For SEND students, this includes opportunities (organised by the SENDCo) for additional transition visits, co-ordinated around the main transition events. Our aim is to make students feel prepared, reassured about their new school and to ease anxiety as far as is possible.

The SENDCo also attends Year 6 annual reviews and has meetings/conversations with primary teachers and SENDCos to find out as much as possible about the students joining St Martins. The SENDCo updates the Additional Needs Register the needs of SEND students as well as other vulnerable students and those with medical needs. This includes a range of students who do not fall into any of these categories but where primary schools have concerns about their transition.

A similar approach is taken with SEND students who move schools during the school year or part-way through their education. We aim to share information with destination schools and obtain information from previous schools to ensure continuity in support for children and young people.

Transitions into Post-16 – Preparing for Adulthood

In Year 11, our Y11 keyworker supports SEND students through the careers process and provides support for applications to college and transitional visits. Our ELSA (Emotional Literacy Support Assistant) can also assist with this process as appropriate. We hold transition meetings to share information about student support needs as appropriate with sixth forms, colleges and other settings. This includes any exam access arrangements.

What activities are available for children identified with SEND, in addition to the curriculum?

All of our extra-curricular activities are available to all our students, including our before- and after-school clubs. Some of our lunchtime and after school clubs have been inspired and initiated by students with additional needs. However, unless your child's provision specifically specifies access to such clubs, we are not always able to provide the same support they would receive during the school day. We want to ensure that no student is ever excluded from taking part in these activities because of their SEN or disability, so please contact your child's Class Teacher/Form Tutor or the SENDCo if you are concerned or have any questions regarding accessibility. A full range of current clubs and activities is available on our website.

All students are encouraged to take part in sports day/school plays/special workshops. We aim to prepare our young people effectively for these changes to the normal curriculum and we provide LSA support where it is specified in a child's provision.

We try to plan school visits and trips with the needs of our SEND students in mind. All students in Year 6 are encouraged to go on our residential trip(s) to Quinta as part of transition and this is supported by some members of the SEND team. All trips abroad are open to all students regardless of their needs or the curriculum path they are on.

Risk assessments are carried out for all off-site activities and also for some on-site activities and events. Risk assessments ensure that the health and safety of all participants is considered and assured. Risk assessments take into consideration the specific needs of children and young people and ensure appropriate staffing is in place (numbers and training). Risk assessments also help to identify reasonable adjustments that may be needed to enable participation. In the event that it is considered unsafe for a student to take part in an activity or trip and mitigations are not possible, alternative activities will be provided and offered to all.

We recognise that including SEND students with the most complex needs can involve significant planning and may require the involvement of and consultation with health or other professionals who support these students. As far as possible, parents/carers of SEND students will be involved in the planning and risk assessment process to ensure that trips and activities can cater for SEND students' needs.

How do we ensure access to the facilities for all of our students?

Our school is currently not totally accessible as some of our classrooms are on a second floor and there are no lift facilities. We have ramp or accessible access to most of our buildings and we have accessible toilet facilities and a hygiene room fitted with a shower.

In the past, we have changed classroom arrangements to accommodate the needs of our disabled students (e.g. moving classes to a downstairs room. In secondary, our only inaccessible department is Art.

Should we need access for any particular student, we would find a solution to ensure they were not excluded from this curriculum subject.

We call in the services of professionals, such as the Sensory Inclusion Service or Occupational Health, where we are uncertain about meeting the needs of our students.

How do we support the emotional and social development of children with SEND?

St Martin's prides itself on the relationships between staff and students. This is the bedrock of our pastoral system and of our support for the social and emotional development of students. We do not tolerate bullying, hate or intimidation of any kind. We expect all our students to feel safe in our school. Our

assembly programme supports our values and aims to educate students on what bullying is and how 'banter' fits into this. Our behaviour policy addresses intolerance, hate and bullying.

Our SEND Team believe that a greater education of SEN, Disability and Equality issues will result in greater tolerance and understanding in our school community. We intend to provide safe opportunities for our SEND students to share their experiences and understanding of their needs and conditions. This will be done carefully and with the involvement, co-operation and agreement from students, parents/carers and professional agencies.

Additionally, we have:

- A strong house system and a school council, which provide opportunities for students to take on roles and leadership and develop a sense of belonging, community and competition in a safe space
- A PSHE programme which addresses key educational, emotional and good citizenship messages, including addressing and educating students around drugs, sex and social media.
- Lunch time clubs, after-school clubs for homework and other activities. Unfortunately, we cannot always provide additional and specific support for SEND students attending after school clubs, unless this is a key part of their provision and it is outlined in their EHCP or IDP.
- Zones of Regulation, which has been introduced as a whole school approach to understanding emotions and how to self-regulate.
- Student Support Services who provide day to day pastoral support, including support around attendance, safe-guarding and welfare. Often, Student Support Services are the first point of contact for a student who is struggling with anxiety, emotional regulation or who is having difficulties around behavior. Therefore, they play an important role in the identification of additional/SEND needs, such as autism, ADHD, anxiety disorders and other SEMH needs.
- Kooth – an on-line mental health resource which is available to all young people aged 11-25 at any time.
- Use of outside agencies to enhance our PSHE programme and to deliver on specific provision for some students, such as CAMHS, Social Prescribing, Trailblazers Mental Health Support, Purple Leaf and New Start.
- ELSA to support self-esteem and resilience in students who are struggling.
- No Worries CBT intervention for students struggling with anxiety.
- Boxall Profile – a tool for understanding areas of social emotional well-being that need support and which provides an action plan and recommendations we can use to support students.
- LSAs who are tasked with building relationships with our SEND students.

[Please see our Whole School Provision Offer for full details.](#)

How do we involve outside agencies and professional bodies in supporting SEN?

Although we have many years supporting the needs and progress of a diverse group of children, we are not experts in all areas of SEND. Therefore, we seek expertise and advice from a range of agencies in order to support the needs of pupils.

For example, currently we have a range of pupils receiving support from the Speech and Language service (SALT), including the Severe Speech and Language Impaired Children's Team (SSLIC). Some children have regular involvement from Occupational Therapy (OT) and those with vision and hearing impairment have regular visits from the Sensory Inclusion Service (SIS). Many children have involvement from CAMHS/BeeU and other agencies supporting social and emotional health and wellbeing. Additionally, we seek specialist

support from a range of NHS agencies and departments, particularly where children have specific medical or health conditions. We also seek support from local authority and voluntary agencies, such as Early Help, Autism West Midlands, Tourettes Action, and take regular advice from the local authority SEND and Inclusion Teams in order to meet the needs of pupils. These agencies help us to identify and understand needs as well as making recommendations to improve the way we meet and address needs and difficulties.

We understand that agencies are busy, that appointments are sought after and that parents/carers and pupils often have to wait to be seen. So, we have an 'open door' policy for those agencies that play a crucial part in supporting the needs of pupils, meaning that we aim to accommodate all visits whenever we are asked.

Where appropriate, we commission advice and involvement in order to understand needs in more detail, or to obtain advice regarding next steps, and/or to work with individual children. This can mean the Educational Psychology Service, and agencies such as Reach For Inclusion, Life Shed. Such agencies can be expensive and, as we have a duty to identify and meet the needs of a significant number of pupils in school, we cannot make these referrals for every child that may benefit from them. Decisions are made at a forum involving the SENDCo, the Head Teacher and SLT members responsible for Progress, Teaching and Learning, and Behaviour, Welfare and Safeguarding. Decisions are based on a range of criteria, but take account of the holistic assessment of need and critical indicators on how progress can most effectively be achieved.

Furthermore, we take advantage of the expertise that agencies can provide when they are in school seeing one child and ensure that we learn what we can, spread good practice and develop guidance that will benefit a greater number of pupils. Additionally, we take advantage of training opportunities and guidance provided by agencies that enable us to intervene earlier and get support to the greatest number of pupils, e.g. SALT training, the OT resource pack.

What are our arrangements for supporting students who are Looked After by the Local Authority?

We have the same aspirations for children and young people who are looked after (or are previously looked after) by a Local Authority as we do for all students at St Martin's. We are aware that a high proportion of looked after children also have some form of SEND.

As far as possible, processes and policies within school are designed for the 'whole school' - to work for every student, - to ensure that every child or young person is provided for, and to avoid situations where administrative processes can result in discriminatory outcomes or in delays in identifying needs or putting provision in place.

As an example, we have one Additional Needs List where we hold a synopsis of information for all students who are SEND, LAC or have a medical condition or other designation. This means that teachers go to one place to find information on how to support students. In addition, the SEND Co-ordinator and the Co-ordinator for children who are looked after (LAC Co-ordinator) work closely together to ensure that needs are identified and are met. They work together to put provision in place and where a child or young person is LAC and SEND, we co-ordinate termly meetings, termly PEPS and annual reviews so that information is shared and that plans and provision are aligned, congruent and complimentary.

What support is available for families?

If you have any questions about SEND or need support/advice, please get in touch to let us know. We want to support you, your child and your family.

We would encourage parents/carers to educate themselves on the SEND Code of Practice and the ways in which schools are required to identify and support children with SEND. You can seek free, objective and up to date advice and support from organisations such as IASS and this can be found on the following link: <https://www.cabshropshire.org.uk/iass-education/>

To find out about support available in the local area, please see the Shropshire **Local Offer** which can be found on their website: <https://www.shropshire.gov.uk/the-send-local-offer/>

How do you evaluate the effectiveness of your SEN provision?

We measure our effectiveness through the success of the children and young people we support. We do this by:

- Reviewing pupil's individual progress towards targets and outcomes regularly
- Setting baselines and targets for our interventions and then reviewing the impact carefully
- Using Pupil Voice and Pupil Journey
- Monitoring and reviewing cases by the SENDCo
- Using provision maps and person centred plans
- Holding annual reviews for pupils with EHC plans
- Meeting with parents/carers of pupils on SEND Support as regularly as possible

What constraints exist that impact on SEND provision in school?

We fully support the principles and intentions within the SEND Code of Practice for improving outcomes for SEND pupils and we aim to uphold all aspects of the Code of Practice in the way we identify and support children in school. However, there are a number of contradictions within education which can make it difficult for schools to fulfil these obligations:

School Funding

- Schools receive a basic amount of money per child (Age Weighted Pupil Unit or Element 1). This reflects the number of pupils in any given year - retrospectively. In schools with steady numbers from year to year, planning is relatively stable.
- St Martin's is a growing school with fluctuating numbers from year to year. This means that our budget for Year 7 is based on the numbers from the previous Year 11, which means we then have to be creative and innovative in order to ensure that we can meet even the universal needs of all our pupils.
- Schools are expected to fund the first £6,000 of support from the Element 2 funding provided to schools. This is called the 'notional' budget. A school can apply for high needs or top up (Element 3) funding, once the provision cost for a pupil exceeds this notional £6,000.
- Element 2 funding is calculated based on a national funding formula based on factors such as prior attainment; number of EAL pupils in school; a deprivation index; and the number of children on free school meals and is then fine-tuned by the Local Authority.
- Element 2 funding is not ring-fenced for SEN and SEN is not necessarily a key factor in the calculation. This means that, regardless of the number of SEN pupils in school, the Element 2 amount is an annual sum, fixed in advance based on a set of criteria that may well not fully reflect the current demographic of school population.
- This Element 2 money is, therefore, often fully committed at the start of any year based on the expected or known need in school and when new needs are identified, there is not the 'pot' of money available that is suggested within the Code of Practice.

- When we make applications to the Local Authority for Element 3 (high needs or top up) funding, either for a Graduated Support Plan or an Education Health & Care Plan (EHCP), we have to cost the provision we are providing.
- We are only allowed to cost this provision at £12 per hour, regardless of the grade or salary of the employee who is providing the support. With on-costs, this rarely equates to the actual cost of the employee to school.
- When we are successful in securing top up funding, it can be difficult to employ a new person because the differential between the Element 2 'notional' £6,000 and the amount of top up is not sufficient to fund the required hours and salary, especially as the Element 2 funding is often already committed at the start of the year.
- The SENDCo only sees the Element 3 funding and the notional £6,000 sums as they apply to high needs pupils. Not knowing how much the high needs pupils eats into the Element 2 funding makes planning and serving the needs of K-SEN Support pupils more difficult to achieve.
- However, schools have a duty to ensure that money spent is tracked and reconciled back to the total amount ring fenced for each individual pupil. This means that should needs arise that must be addressed and cannot be planned within the following year's provision, schools have an obligation to do so.

Teachers Workload & Contractual Duties

- The SEND Code of Practice states that where a pupil is classed as SEN Support (K-SEN), schools "should meet parents" three times each year, and that such meetings should "be longer than most parent-teacher meetings". (6.64-6.71)
- This is generally interpreted as requiring a termly meeting to review outcomes and progress, lasting approximately 30 minutes to an hour for every SEND child in school, which is a difficult commitment for schools.
- Additionally, the teaching unions recognise that this can mean an increase in workload that falls outside a teacher's usual contractual commitments and have urged schools to ensure that the workload burdens on staff are minimised. Instead they have stated that "there is no requirement to interpret this as meaning that schools must hold individual meetings...." and "it may be appropriate at times to organize information-sharing or support meetings that involve groups of parents". (NASUWT, SEND System – Managing Workload).
- St Martin's has approximately 150 pupils on the SEND Register at any one time, some of whom go onto and come off the register within a year: conducting that number of meetings each term is unmanageable. We do, however, endeavour to meet with parents/carers at any time, should they request it.

Attendance & Expectations Around Mainstream Education

- SEND policy and thinking supports the reaching out to pupils, where they are finding it difficult to access education. This is, however, in conflict with some aspects of Education Inclusion in Shropshire, which does not allow for work to be set where pupils are not attending. This is an area of policy which we as a school are working to navigate and to find a solution that supports our school community.
- Shropshire are supporting the development of a strategy to support pupils affected by Emotionally Based School Avoidance (EBSA), which is welcomed.

Who can I speak to if I have any further questions, concerns, complaints or compliments about the provision for students with Special Educational Needs and Disability?

If you have concerns about the provision in place to meet the needs of your child, please contact the Class Teacher, Subject Teacher or Form Tutor in the first instance.

Should you be unhappy with the response or you need additional information, please contact the SENDCo. You could also speak to the Head of Department or Head of House (see our website for contact details).

Should you wish to escalate the matter further, please contact the Deputy Head Primary (Mrs Jones), Deputy Head Secondary (Mr Edwards) and/or the Head Teacher (Ms Lovecy). Complaints will be dealt with in accordance with the school's complaints policy. Details of our policies and all our contacts are available on our website <https://www.stmartins3-16.org/>

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. Such claims about alleged discrimination can be made regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

How are policies and provision monitored?

Our SEN Information Report is reviewed by the SENDCo and the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year. Any changes or reviews are submitted to and approved by the Governors.

In terms of monitoring the effectiveness of our SEND provision in whole school terms, SEND is an important part of the school monitoring cycle. This means that our Senior Leadership Team regularly take learning walks, conduct book looks and observations in school aimed to ensure that the needs of all pupils are met.

Additionally, the SEND statistics and the profile of our SEND pupils are regularly reviewed to establish changes that may affect our capacity to effectively deliver provision to all pupils who need it.

An example might be the increased needs of pupils in EYFS with speech and language difficulties, which is being addressed through additional training for staff along with making sure there are opportunities to intervene early. It may also mean the purchasing of additional specialist resources or accessing specialist external support to assist us.

Another example might be the recognition of an increase in social and emotional needs of our students, affecting school attendance, which may be addressed by increasing the appointments available for our Emotional Literacy Support Assistants (ELSA), as well as the provision of safe spaces around school for private study or time out.

Links with other policies and documents

This policy links to our policies/plans on:

- Accessibility Plan – this includes:
 1. Increasing the extent to which pupils with disabilities can participate in our curriculum
 2. Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide and offer

3. Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Equality Scheme
- Guidance on Exam Access Arrangements
- LSA Deployment Policy
- Medical Needs Policy
- Policy on Deployment of Specialist Equipment, including laptops
- Teaching & Learning Policy
- Trust Policy for SEN

Glossary

- **Annual Review** – an annual meeting to review the provision and targets in a student’s EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have.
- **EHCNA** – the needs assessment is the first step on the way to securing an EHC plan. The school or parents submit a request to the local authority who then do an assessment to decide whether a child needs an EHC plan.
- **EHCP** – this is an education, health and care plan which is a legally binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in cycles which are continually planned, conducted, reviewed and amended to identify the needs and best support for the individual.
- **Intervention** – a short term, targeted approach to teaching a student with a specific outcome in mind, usually linked to an identified gap in their learning.
- **Local Offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area.
- **Outcome** – a target for improvement for students with SEND. These targets are not necessarily related to academic attainment, but can be related to wider developmental outcomes, such as a child/young person’s social and emotional or physical development.
- **Reasonable adjustments** – changes that the school makes to remove or reduce any disadvantages caused by a child’s disability
- **SENDCo** – the special educational needs/disabilities coordinator.
- **SEND** – special educational needs and disabilities
- **Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **Transition** – when a student moves between years, phases, schools or life stages.