



ENGLISH MARTYRS CATHOLIC SCHOOL Diocese of Westminster

SEND POLICY 2023

Mission Statement: 'We are special people on a journey, growing and learning together, in search of excellence, as we follow in the footsteps of Jesus.'

Community Prayer: "Let us pray for one another, no matter what our culture, nationality, disability or gender, let us all be one in His name."

Aims: Love, Respect, Honesty.

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Introduction

1. Aims, expectations and ethos for pupils with SEND

We are a caring Catholic community, whose values are built on mutual trust and respect for all. The school's SEND Policy is therefore designed to support the way in which all members of the school can learn and work together in line with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010). The community of English Martyrs is committed to planning and teaching a curriculum that will be informed by parental knowledge, the expertise of outside agencies and continuous training so that all pupils achieve their full potential academically, spiritually, socially and morally.

Our purpose is to ensure that the content of our Thematic curriculum is adapted, not diminished; that teachers are knowledgeable and creative in maximising pupils' ability to retain and apply their learning; that the content of the curriculum is supported by high quality resources and sensory/physical aids where appropriate and that we engage with outside agencies for short or long term support.

The SENDCO works with colleagues to ensure that teachers are confident in the support they will receive if they have concerns about a child.

The local offer is available on the school website www.englishmartyrs.towerhamlets.sch.uk.

2. Legislation and guidance

This policy and information report is based on the statutory **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, SEND Co-Ordinator (SENDCO) and the SEND Report. This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND 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 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.

4. Roles and responsibilities

4.1 The SENDCO is Mrs C Pannell who will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide 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
- Advise on the stepped approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Ensure Annual Reviews are conducted for pupils with an Education, Health and Care plan

4.2 The SEND governor is Ms J Cameron who will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

4.3 The Head Teacher is Miss B Nugent who will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.

5. SEN information report

5.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Developmental Language Delay
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health
- Sensory and/or physical, for example, visual impairment, hearing impairment, processing
- Moderate learning difficulties.

5.2 Identifying pupils with SEN and assessing their needs:

We make home visits for children in the EYFS and systems are prepared for children with identified SEND and when parents raise an area of concern. We listen to parents. We listen to pupils.

The SLT including the Head teacher and the SENDCo hold a half termly meeting to discuss highlighting referrals made by staff.

5.3 We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and 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 needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN for example, where a child's slower educational progress or lower academic attainment are symptomatic of underlying social or emotional needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Support teachers' assessments
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services including the educational psychologist, the speech and language therapist, Phoenix Outreach service, the occupational therapist.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Children with SEND, joining the school, are visited in their current setting/nursery/school
- All records are sent to future settings
- When required, all Year 6 pupils will be accompanied by a teaching assistant to an induction session at their new school.

5.6 Our approach to teaching pupils with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We also provide the following interventions:

- Small group support for English
- Small group intervention for mathematics
- Support for communication and language needs including Beat Dyslexia, Nessy, Early Words, ELKLAN, (speech and language training established by Liz Elks and Henrietta McLachlan in 1999), ELSA (Emotional Literacy Support Assistant) and Language Enrichment
- Fine motor skills
- Gross motor skills including Sensory Circuits
- Speech therapy
- Music therapy
- Learning Mentor for social and emotional needs.

We apply for appropriate access arrangements for Key Stage 2 tests.

We use Personal Support Plans to specify targets which are discussed with parents and children each term.
We have two governors responsible for SEND who complete a report for each visit to the school.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, deployment of teaching assistants
- Adapting our resources and staffing
- Using recommended aids, such as laptops, a visualizer, coloured overlays, visual timetables, larger font, buff coloured exercise books
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud
- Laptops and Ipads are allocated to individual children.
- A range of software and Apps to support learning is provided for individuals and groups
- We make all possible adjustments to the fabric of our school and grounds to aid pupils for physical or sensory needs.
- A sensory classroom to enable ASD pupils to play and work in a quieter environment
- A designated safe and secure, sensory play area.

5.8 Additional support for learning:

We employ 3 experienced, non-class based teachers allocated to SEND pupils in KS1, lower KS2, upper KS2.

We have teaching assistants who are trained to deliver support interventions.

We have teaching assistants who are directly employed to support children with an EHCP.

We work with the following agencies to provide support for pupils with SEND:

- educational psychologist
- speech and language therapist
- Phoenix Outreach service (for pupils with communication and language needs)
- occupational therapist.

5.9 Securing equipment and facilities

Ipads are designated for the SEN pupils. A safe and secure play area/garden is designated for pupils who benefit from a quieter enclosed space.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half termly and sooner when appropriate
- Monitoring the provision map and tracking,
- Holding annual reviews for pupils with EHC plans and termly reviews for all SEND pupils

- Holding pupil progress meetings
- Listening to support teachers and teaching assistants.

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND
 All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our residential trip to Gorsefield. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for the admission of disabled pupils:

- The foyer, library, hall, playgrounds, prayer garden and gardens are fully accessible.
- The nursery is fully accessible with an assisted toilet and shower.
- There is an assisted toilet in the foyer.
- Improvements have been made to the visual environment (fluorescent step markings).

The school's accessibility plan is on the website: www.englishmartyrs.towerhamlets.sch.uk

5.12 Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- We support the independence of older children who self-medicate long-term medical conditions
- We assign places in our Breakfast and After School Clubs to support emotional, physical and social development of children with SEND.
- We have a zero tolerance approach to bullying.

5.13 Expertise and training of staff

The SENDCO attends the Tower Hamlets conference and disseminates information at a staff meeting. Staff have received training in supporting ASD, Attention Activities, Dyslexia, Talkboost, Colourful Semantics and PECS, childhood diabetes, visual impairment, emotional literacy, positive handling and Shape coding.

Staff have worked with outreach services from Phoenix school. Staff understand that sometimes there is no realistic alternative to physical restraint to keep children or adults safe. The most important consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Miss Nugent has received Team Teach training for safety intervention.

5.14 Working with parents and children

Parents have attended workshops about SEND provision and allocation of resources.

Parents are provided with leaflets from charities and outside agencies that further support the needs of families.

The class teacher will inform parents immediately if she/he has a concern. Parents can make an appointment with the class teacher at any time to discuss a concern. A home-school book might be used to monitor progress and to identify patterns in attainment. Parents are involved in decisions, targets and provision made at the SEND review meetings. Children are given time to review their learning as outlined in the marking policy. Children are involved in target setting and evaluation of progress at review meetings. Teachers use the Graduated Approach form from LBTH to assess, plan, do and review a child's progress.

5.15 Safeguarding SEND children

Children with special educational needs and disabilities (SEND) or physical health issues can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;
- children not understanding that what is happening to them is abuse; and
- communication barriers when reporting abuse and difficulties in overcoming these barriers.

For some disabled children, their dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour. Some children may also have an impaired capacity to resist or avoid abuse. Looked After Disabled Children may be particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is important that Online Safety lessons and related advice are tailored to their individual needs.

- Staff keep a door open at all times when working alone with a single child or are in full view of other members of staff if the door is closed (sensory classroom).

Further information on safeguarding SEND children is available in the non-statutory guidance Safeguarding Disabled Children (2009), but staff should speak with the DSL and SENDCO in the first instance.

5.16 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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. They can make a claim about alleged discrimination regarding exclusions and provision of education and associated services.

Linked Policies:

Accessibility Policy
Behaviour Policy
Online Safety policy
RSE Policy

This policy was approved by governors in December 2023.

It will be reviewed in September 2024