



ENGLISH MARTYRS CATHOLIC SCHOOL
Diocese of Westminster

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT 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."

Values: Love, Respect, Honesty.

Telephone: 02077090182

Mrs Caroline Pannell is the SENDCo

In English Martyrs School all pupils are valued as equal, differences are celebrated and all are expected to achieve high standards relevant to their abilities. Our Mission Statement and values arise from the Gospels and permeate our conduct, our teaching and our policies. The Policies for Special Educational Needs and Disabilities, Behaviour, Online Safety, Accessibility and Anti-Bullying are for the education, well-being and safety of your children.

English Martyrs Catholic Primary School is a one form entry provider for pupils aged 3 to 11 years and was rated a 'Good' school in the 2022 Ofsted Inspection which said; 'Teachers identify and meet the needs of pupils with special educational needs and/or disabilities (SEND) effectively. In lessons, learning is broken down into small manageable steps so that pupils experience success. Leaders keep a close eye on how well these pupils are learning the curriculum. Pupils with SEND thrive in this nurturing and supportive environment.'

We intend that every child continues to thrive and we welcome the views of all parents and carers who are invited to attend termly Parent-Teacher meetings and SEND review meetings. As parents and carers, you may make further appointments at the school office to discuss your child's needs or concerns.

How do we identify pupils with special educational needs and disabilities?

To help identify whether pupils may need additional support we offer families the opportunity of a home visit on joining English Martyrs in the EYFS, to establish any concerns you may have about your child's development and possible physical, social or emotional needs.

Regular assessments take place in the Early Years Foundation Stage, beginning with the 'six week snapshot' in Nursery and the Baseline Assessment. Watching, playing and working with your child often identifies any needs that may have that impact on their learning and well-being. This means teachers can arrange additional support or seek advice from Mrs Pannell who will contact appropriate agencies to support your child with advice, resources or strategies.

As pupils progress through the school they complete the Phonics Check in Year 1, the Multiplication Check in Year 4 and the end of Key Stage 2 National Assessments. In addition to these, teachers complete regular, formal and informal assessments.

We use our 'SEND Steps' to help identify pupils in need of additional and / or professional intervention support. The first of these is a Record of Concern which is completed after consultation with parents or at their request.

Teachers communicate regularly any concerns they have with our team of special needs support teachers at termly highlighting meetings and appropriate intervention programmes are identified for pupils who need extra support.

How we support children with Special Educational Needs and Disabilities.

We use the Tower Hamlets model for Annual Review meetings so that pupils have a voice in what they learn and what they need. Pupils are also encouraged to share their concerns and opinions during class Circle Time and Class Ambassador meetings.

The Parent and Pupil Surveys are used to gather their views and inform our curriculum and planning.

Class teachers offer a creative and cross curricular approach to provide pupils with a wide range of learning opportunities to cater for their varying learning needs and learning styles.

Class teachers monitor the progress of pupils and discuss with support teachers if pupils are supported by them.

Teaching assistants work in class and in small groups to support English, Mathematics and social interaction. They provide direct teaching for small groups of pupils with low prior attainment to enable them to access the wider curriculum and make expected progress and more.

SEND pupils are provided with a range of resources to support their learning, these include;

- software programmes – including Purple Mash, Nessy and activities on the London Grid for Learning that pupils can access from home
- visual aids and timetables
- visual prompts to remind children to wear glasses
- Our P.E. coach who provides weekly bespoke sessions for SEND pupils
- weekly Music therapy with our qualified music teacher
- A learning support pack for English and Maths is available for parents to support learning at home.

Specialist outside agencies advise staff on how to provide for the specific learning needs of groups of pupils or individual pupils with specific learning needs, these currently include Marie from Phoenix Outreach to support autistic pupils and those with speech and communication needs and Lesley, a Barts Health Speech and Language Therapist for pupils with language and communication difficulties.

Programmes to support pupils' communication and language are delivered by experienced non-class-based teachers and one Elklan trained teaching assistant, starting in the nursery and continuing in Key Stage 1 and 2. These include NELI (Nuffield Early Language Intervention) and Talking Time in the EYFS and Year 1.

PSPs (personal support plans) are completed for pupils with EHCPs (Education, Health and Care plan). A record of individual support is written for those on the SEND register.

Pupils are set SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) targets in order to improve their learning and attainment.

How we decide what resources we can give to a child with special educational needs and disabilities?

The school SEND Provision Map is drafted at the beginning of each academic year and identifies the pupils with additional needs as well as those whose progress for whatever reason, was less than expected the previous year.

Termly highlighting meetings for EYFS, KS1 and KS 2 are held with the senior leadership team, the Speech and Language Therapist and Education Psychologist to review provision and allocate resources.

We use the 'Assess – Plan – Do - Review' structure for all SEND pupils.

The senior leadership team allocate the support staff to work with classes where they can best utilise their skills and training to meet the needs of pupils. We employ three non-class based teachers to support pupils with their learning; they oversee the needs of pupils with an EHCP and others.

Parental views and permission are always sought when dealing with external agencies.

A nurture room is available to enable children, particularly those with Autism Spectrum Disorder, to access the curriculum and intervention strategies in a quieter environment.

How we check that a child is making progress and how we keep parents informed.

The termly cycle of assessment enables the school to identify how much progress pupils make from year to year. Termly parent / teacher meetings are held to share information with all parents and additional meetings are held to share information between all agencies involved with pupils with additional needs.

Pupils working below the expected standard are assessed using B Squared, an online assessment program.

Yearly reports to parents indicate pupils' levels of attainment in Reading, Writing and Mathematics and indicate to parents how well their child is progressing towards the expected levels of attainment.

Parents of children with SEND are consulted about the support their child will receive, the expected outcomes of that support as well as the resources and assistance to be provided.

Key Stage Leaders and English and Mathematics Subject Leaders provide workshops for parents in Reading, Writing and Mathematics at each Key Stage to enable parents to support their child's learning at home.

Support we offer for children's health and general wellbeing.

We aim to ensure that all pupils have the right to a safe, happy, healthy learning environment where all are able to learn and achieve success. We are alert to pupils' emotional and mental health and wellbeing particularly since COVID-19 and the impact school closure may have had on pupils and families.

SEND is an agenda item at all governor meetings. The governors who have responsibility for SEND are Gabrielle Ettridge and Peter Edwards.

Three staff have completed Mental Health training and a further ten staff completed TQUK Level 2 Understanding Children and Young People's Mental Health in Spring 2020.

Our Learning Mentor provides one to one support as well as group work for pupils who may have social, emotional or behavioural needs. She has received accreditation and is a registered ELSA Emotional Literacy Support Assistant.

Three staff members are trained to deliver the Rainbows Programme aimed at pupils who have experienced or anticipate a bereavement or loss.

Our Teaching Assistants are allocated to each class to offer care and assistance for all pupils and may be allocated to specific pupils who need more regular individual support within the classroom or in the nurture room.

Outside agencies are invited to provide workshops for classes or whole school, to promote positive relationships between pupils regarding bullying, online safety and personal relationships.

Phoenix Outreach have advised about teaching puberty to children with ASD or communication needs.

Weekly Circle Time in each class facilitates opportunities for pupils to raise concerns and express their views.

Post boxes in classrooms encourage pupils to make suggestions and raise concerns or express their views in a private forum.

Additional adults who work in school or after school activities are informed of pupils' needs and learning styles appropriate to their work with that child.

All staff receive Safeguarding, Health and Safety and First Aid training.

Our 'Safeguarding', 'Health and Safety', 'Online Safety' and 'Behaviour and Discipline' policies aim to keep all pupils safe and healthy while enjoying their learning experiences.

We adhere to LA Guidance on Managing Medicines in School and Personal Care provision.

Specialist external services we use when extra help is needed:

- Education Psychologist to assist the assessment process for pupils with SEND
- Specialist link worker from Phoenix Outreach to advise on inclusion of pupils on the Autistic Spectrum and others with communication needs
- A speech and language therapist from Barts Health
- Behaviour, and Attendance Support Service

The training our staff have had or are receiving:

- Shape Coding – to teach spoken and written grammar
- SCERTS (Social Communication, Emotional Regulation, and Transactional Support) for pupils with language and communication difficulties
- TEACCH (originally, Treatment and Education of Autistic and Communication Handicapped Children but now in the UK; Teaching, Expanding, Appreciating, Collaborating and Cooperating, Holistic) activities
- PECS – (Picture Exchange Communication System) for pupils with language and communication difficulties
- Colourful Semantics – to teach grammar and the meaning of words

How do we include children in activities and school trips?

Risk assessments are carried out for all extra-curricular activities so that all pupils are included. Additional adult support is provided to minimise risk and ensure inclusion for all pupils. Parents are invited to attend school trips to help supervise pupils and ensure parent / pupil ratio. Venues are told of the needs of SEND pupils so that they can adapt rooms and/or resources.

We have accepted opportunities for children with SEND to attend extra P.E. activities provided by Tower Hamlets including; swimming, bowling, caving and rock climbing.

Our school environment

The school Nursery class, foyer, dining hall and playgrounds are fully accessible, one assisted toilet facility is situated in the foyer and another, which includes a wet room, is situated in the Nursery class. While our current classrooms are not accessible because of stairs, the school library facility would be designated the most accessible classroom should the need arise.

Outreach classroom areas within the school and in the separate Garden House have been designated as learning environments to cater for additional sensory, emotional and / or physical needs of SEND pupils.

There is a secure sensory garden which was developed specifically for pupils.

How do we prepare for children joining and leaving our school?

New applicants are welcomed and invited to visit and tour the school with the Headteacher or Senior Admin Officer. There is an induction meeting and stay and play session for parents and pupils on entry to Nursery.

For Secondary Transition pupils with SEND can be escorted to their new school by our Learning Mentor or a Teaching Assistant to help a smooth transition.

We will also hold a transition meeting with the SENDCo, Head of Year 7, parents and pupils.

A representative from Phoenix Outreach, speech and language, Educational Psychology might also attend if possible or will provide a report so that your child's needs can be met.

We will make a transition booklet with photos of new staff and areas, if this is appropriate.
We contact the current school for any 'in year admissions' to request all pupil records to ensure smooth transition.

How are parents involved in school life?

Parents are encouraged to become active in the Friends of English Martyrs parents' association and as members of the Governing Body.

The Governing Body aims to provide a forum for parents to share concerns and / or suggestions at each termly parent teacher meeting. There is a link governor for special needs teaching and resourcing.

Parent surveys enable parents to share their views and concerns.

Teachers hold a variety of workshops to guide parents on strategies to support their children's learning and wellbeing

Translators are invited to attend key SEND meetings to translate for parents whose first language is not English.

Who to contact for more information or to discuss a concern.

Parents are invited to contact the class teacher and if in need of further advice then a meeting is arranged with the SENDCo or the Headteacher who will then arrange further meetings, if required.

General admissions enquiries are made to Mrs Boccius, our Senior Admission Officer who will arrange a meeting with Mrs Pannell the SENDCo and /or Miss Nugent the Headteacher to discuss how the school would be able to cater for children's particular needs.

Miss Freeman assists pupils with specific learning needs in Upper Key Stage 2.

Miss Hancock assists pupils with specific learning needs in Lower Key Stage 2.

Mrs De la Cruz assists pupils with specific learning needs in KS1.

Mrs McInroy the Learning Mentor supports pupils with social and emotional needs.

Mrs Moore, Mrs Paterson and Mrs McInroy provide the Rainbows programme for children who have experienced loss or bereavement.

Mrs Mahaboob provides ELKLAN speech and language therapy.

Ms Jones-Kabogo is our BARTS HEALTH speech and language therapist.

Dr Laing is our Educational Psychologist.

Ms Dixon is the Phoenix Outreach teacher.

Your guide to information and services for families in Tower Hamlets please visit the Local Offer website www.localoffertowerhamlets.co.uk

or call on 020 7364 6495

or email fis@towerhamlets.gov.uk

Tower Hamlets Parent Advice Centre Tel: 020 7364 6489

Tower Hamlets SEND Department

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This SEND (Special Educational Needs and Disabilities) Report for English Martyrs School was prepared in September 2023.

This SEND Report will be reviewed in June 2024