

English Martyrs' Catholic School

Special Educational Needs and Disability Information Report for parents, Spring 2020

1. Ethos and Values

English Martyrs' Catholic School is a vibrant 11-18 Catholic school, committed to the development of each unique person created in the image and likeness of God and to serving the Common Good of all. Our motto is *Ut omnes unum sint*, "May they all be one" (John, 17)

English Martyrs' Catholic School has its traditions and values derived from the belief and love of the Gospel message.

- The young people entrusted into the care of the school will be encouraged to deepen their knowledge, understanding and love of God.
- We will foster the talents of our students, both academic and personal, in an atmosphere of mutual respect, compassion, joy and hope.
- We recognise that prayer and celebration form the bed-rock of our community and we will provide opportunity for praise, worship and thanksgiving.
- We shall strive to ensure that all who work in the school are made to feel part of a community.
- We acknowledge that each of us has an equal worth as brothers and sisters in Christ.
- We recognise that we are here to serve the Catholic community of Leicestershire but we will also welcome all who understand the value of our work in so far as we are able.
- We will endeavour to maintain close links with the parishes and homes of our students and work in partnership with them to ensure their needs are met.
- We will strive to respond to the changing needs of our community by regularly reviewing our practice and organisation.

2. What kinds of special educational needs does the school provide for?

We welcome all students to our community and welcome students with special educational needs as defined by the SEND Code of practice January 2015. The school has facilities for the needs of 21st century learners to accommodate their talents and abilities, and we encourage all our students to be fully involved in the life of the school. We expect all our students to follow a full and varied curriculum and attend all lessons in mainstream school.

We have a purpose-built Inclusion Resource Base, the Sister Anna Centre, which allows for personalised, individual or group work sessions to take place when appropriate to supplement the curriculum subjects studied. Students with special educational needs can access the resource base to receive guidance and advice and support where necessary. We have a Specialist Additionally Resourced Base for students on the Autistic Spectrum and a small number of students with this identified need and an EHCP will have dedicated support through this provision.

We promote High Quality Teaching and our staff are committed to ensuring all our students reach their full potential through teaching and learning differentiated and adapted to enable all students regardless of need can reach their full potential.

In meeting these responsibilities English Martyrs has due regard to the SEND Code of Practice 2015, the Equality Act 2010 and the disability Discrimination act 2001.

3. How does the school know if a student needs extra help and what should I do if I think my child/young person may have special educational needs?

The school regularly tracks and monitors the achievement of all students through direct interaction with staff, progress in lessons, homework as well as formal and informal assessments.

The data used is analysed to identify progress and achievement as well as concerns and lack of improvement. We gather our information from

- KS2 data and primary transition information.
- Annual reviews and transition meetings
- Information from external agencies
- Baseline assessments including, NGRT (New Group Reading Tests) Vernon Spelling Test and subject specific internal assessments.
- Termly assessment data (Assessment A,B,C)
- End of topic/subjects assessments

If you think that your child has a special educational need, you can contact the school either by letter email or telephone and ask to speak to Mrs Bailey in the first instance.

4. How will both you and I know how my child/young person is doing?

We will keep you informed of your child's progress regularly. We understand the importance of monitoring and tracking their achievement and performance in school.

Our monitoring and tracking systems are as follows:

- The SENCO monitors and tracks the achievements and progress of students via data from subject teachers.
- Assessment data is published and sent home every term in letters detailing Assessment A (Autumn term) Assessment B (spring term) and Assessment C (summer term) each academic year.
- Performance is reviewed in parents evenings each year assigned to each academic year group.
- Your son/daughters, teachers/tutor, contact you with information regarding progress.
- Students who have an EHCP (Education Health Care Plan) will have an annual review to discuss progress with adults present in the child's meeting.
- The SENCO in consultation with appropriate staff will also check that progress is being made within any individual or group activity they are involved with.

If your son/daughter is not making expected progress we will discuss concerns with you. There are varying methods to do this, telephone contact, letter, or holding meetings at the school. Please contact the school to discuss any concerns you have or if you feel that you need any additional information about your son/daughter.

5. How will the curriculum be matched to my child/young person's needs?

At English Martyrs we offer a very broad and balanced curriculum underpinned by regular and frequent religious education lesson as well as a broader catechesis in the Catholic faith which permeates all aspects of school life. Students are encouraged and expected to follow the curriculum and participate in all subject lessons. We balance a desire for all students to reach their full potential whilst realising that each is a unique individual. Students are given equal access, according to their abilities and needs, to opportunities and experiences that promote confidence and develop their talents. Each subject finds ways to stretch and challenge, help and nurture. We constantly strive to help each student to challenge themselves, to maximise their achievements and promote a consistent and structured work ethos to prepare them for adult life. In Year 7 and 8 all students follow a curriculum that enables them to study a wide variety of subjects to develop both the academic and the practical learner. From Year 9 onwards students follow programmes that ensures that are aligned to their strengths as well as concentrating on their core subjects of RE, English, Mathematics and Science. Staff speak with students and parents to ensure that students take courses which will build confidence and provide for success in qualifications for the future and progression to the next stage.

Teaching groups normally have 30 students, however due to pressure on demand for school places currently, most groups currently number 31-34 students. Groups are generally mixed ability, however as the students grow older in certain subjects students are grouped according to their previous assessment data. Many Y10 and 11 teaching groups are designated to match the student with the best opportunity to reach their full potential which some smaller groups in Mathematics and English.

Students designated as having SEN have access to the same opportunities as all students and will be advised and guided by staff and parents so that well informed choices can be made to gain the best possible chance of success. This includes those students with an additionally resourced place relating to their EHCP for autism who attend all mainstream lessons. Additional Teaching Assistant support will be provided where appropriate and necessary to ensure full access.

6. How will school staff support my child/young person?

Staff at English Martyrs are committed to helping all students reach their full potential.

We believe all students should have access to High Quality Teaching adapted to meet the needs of the students in class. Books are regularly marked and feedback exchanged with students to aid their understanding of next steps and progression.

Subject teachers are responsible for all of the students they teach. Depending on resources, additional support in the school day could be accessed through a variety of activities, these can include:

- Adult support.
- Occasional 1:1 tuition for literacy, or EAL work
- Small group skill based interventions in Mathematics and English.
- Morning study group to aid reading and comprehension
- Morning maths groups to boost skills and reinforce knowledge
- Homework club to provide a quiet calm space with IT facilities
- Social and communication skills
- Mentoring
- Chaplaincy
- Pastoral guidance and advice.

Governors play an active role in strategically monitoring the quality of our Special Educational Needs and Disability provision. The Link SEND governor Mrs E Waldron is kept informed of progress and achievement of the department.

7. How is the decision made about what type and how much support my child/young person will receive?

All students are required to attend mainstream classes and follow the timetable. They may be supported in class, in small group, or individually on a 1:1 basis. All support decisions are made by the SENCO in partnership with teachers and Senior Leaders in school.

Students with EHCP are be allocated support in line with guidance and advice contained in the EHCP and available resources. Students are encouraged to achieve their best in lessons and become independent learners and not depend specifically on additional support in order to achieve and progress.

Teaching assistants are allocated where they are needed to support learning, they may be working in a classroom, on a specific small group skill intervention, boosting learning and performance, or intensive work securing skills needed for progress in the curriculum. In the inclusion team we aim to support our students in the best way we can with the resources we have in the inclusion department.

Some students will have specific pathways to aid their learning and this will be tailored to an identified need. Some students will follow a more individualised programme dependent on the nature of their development.

We regularly review our progress and staffing support, we look at student progress and meet with teachers and heads of subject and heads of year to reflect on our provision and gain information from parents and carers to ensure we are using the support to make a positive difference.

8. How will my child/young person be included in activities outside the classroom including physical activities and School trips?

It is our experience that students who take full advantage of the depth and breadth of school activities have a more successful and happy school experience. We offer a very wide range of extracurricular activities which we encourage all students to take advantage of them and ask parents to back this up.

Should a student need specific support on a trip or visit, the school will provide additional assistance where possible and appropriate to ensure students are not disadvantaged because of a particular need.

Parents and carers can seek information and advice from the school to discuss specific circumstances that may require additional planning, preparation and/or support.

9. What support will there be for my child/young person's overall wellbeing?

At English Martyrs we value all our students as individuals and we strive to ensure their overall health and wellbeing is our priority. We have an extensive range of support offered to all our students through our pastoral teams, chaplaincy, and external agencies. Students can access the following support

- Form tutors who see the students in tutor period, prays with them each day and who oversee their daily routines.
- A Head of Year who manages the year team overseeing academic and pastoral welfare.
- A school Chaplain who looks after the students' spiritual needs
- An active anti-bullying policy and practice.
- Mentoring appointments accessed via a referral system in partnership with parents and head of year.
- Support for EAL students
- "Safe haven" support in inclusion during unstructured times for vulnerable students.
- Health and medical support through school nurse
- Health eating school promoting positive eating habits
- Attendance tracking and monitoring support
- Educational Welfare Officer
- Availability of study club after school two days per week to help with homework
- E-Safety education and awareness
- Safeguarding information guidance and help for parents and students through the school website.

10. What specialist services and expertise are available at or accessed by the school?

There are a range of external services and outside agencies that work in partnership with English Martyrs school.

These include:

- Educational Psychology
- Special Education Services
- Learning, Communication and Interaction team (LCI team - formally Autism Outreach team)
- "Virtual" School team
- Child and Adolescent Mental Health Services (CAMHS)
- Student behaviour support team
- CLA team for students who are in the care of the Local Authority
- Specialist health teams including hearing and visual support teams
- Community policing unit
- Vocational support through Connexions
- Links and courses through Leicester College and other providers.
- Speech and Language specialists
- Leicester Learning Services

If students require additional help advice and support in order to make progress we will discuss and meet with parents to work out an agreed plan. Referrals will take place to outside agencies when it is deemed appropriate and external agencies will be invited to attend meetings and agree plans to move forward. A plan will be drawn up and agreed and shared with the relevant adults for the benefit of the student. Plans will be reviewed and next steps agreed between home school and external agencies.

11. What training have the staff supporting children/young people with SEND had?

All teachers and staff at English Martyrs are committed to the god-given identity of each human person and to the growth and development of our students, academically, socially, morally, mentally and spiritually.

We believe that all involved in the education of young people here have responsibility for special educational needs and we have a full and varied programme of professional development which prepares staff to understand a wide range of special needs. We pride ourselves on being committed to giving our student the best education we can give and develop each student's talent and potential.

Our recent training, which is developmental and ongoing, has included

- Training in Safeguarding.
- Autism Education Training (AET) Level 1 and Level 2
- "Making it Stick" – strategies to help with memory and knowledge recall.
- National developments in SEN
- Effective deployment of teaching assistants
- Refresher training in dyslexia and English as an Additional Language
- Classroom pedagogy – university led training in action research
- Pupil Premium priorities and development.

Staff within the inclusion department receive ongoing training in classroom skills and supporting students with additional needs. Staff will regularly attend in house and additional training opportunities.

Our inclusion team has an experienced professional and committed team consisting of

Director of Inclusion and SENCO

Senior Teaching Assistants

Experienced Teaching assistants

Student mentoring support staff

1:1 tuition staff

We have a dedicated Inclusion resource base used for students with additional needs and students requiring additional support. We have small group work intervention rooms, meeting rooms, low sensory room and dedicated IT facilities to help our students receive the help and support they need. There is a social area where the students have their lunch as part of the safe haven provision and a small kitchen area that is used to develop social skills and adult skills for the future. Our resource base was designed to be student friendly and welcoming in every aspect. It is based upon sound research to help students especially those with ASD.

12. How accessible is the school environment?

Our school is fully accessible. We have a full range of self-contained disabled facilities in the inclusion resource base including changing facilities and accessible toilets. We are based in the centre of the school site with ground floor level access throughout. We have various rooms where our external visitors can work with our students and where the students feel comfortable to meet and are familiar with their surroundings. The school is fitted with lift access and is wheelchair accessible.

Where a student has a specific identified need we will liaise with parents and carers to ensure procedures are in place to enable the student to have access to education and learning. Specialist needs are guided by our external partnerships and advice and guidance requested.

13. How are parents and young people themselves involved in the school?

We believe that as members of our community we are all investing in our young people. We encourage the students to take responsibility and become engaged and involved in their school life and their education. We encourage parents to share their views and involve them in the life of the school.

Information is shared through newsletters and promotions in school. The school website is regularly updated and publishes the latest news information and achievements of our students. We disseminate information through our parishes and our churches.

We have student representatives in each year team, we have a Senior Student Leadership Team including Head Boy and Head Girl. Parents are welcomed to introduction meetings each year to share information about the priorities for the students, formal parents evening where their views and opinions are collated and reviewed. Many social and celebratory gatherings where staff and students are present.

Parent governors are welcomed and valued as part of our community and play a leading role in the strategic direction of the school and in ensuring accountability. We actively encourage our student voice which is used to enable student to contribute to their views of the school.

14. Who can I contact for further information?

The initial contact should be the form Tutor who will see the student daily.
The Head of Year can be contacted for additional pastoral matters.
For Special Educational Needs contact Mrs B Bailey.

Tel - 0116 2428880 - Main Office
Email through the school website

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

If you are considering sending your child to English Martyrs Catholic School we advise you to attend the open evening held annually in September/October. If your son/daughter has additional needs visit the inclusion department and speak to the staff on duty and Mrs Bailey SENCO

If your child is transferring from year 6 we will invite them to an introduction day held in June each year prior to their transfer. Should your son/daughter have an EHCP and specific needs we can arrange with the primary school to organise additional visits to aid a smooth transition and prepare for a new school to alleviate stress and anxiety.

If your child is moving to a new school we will contact the SENCO to ensure they are aware of SEN needs and additional support plans. We will ensure all records are transferred as soon as possible.

Transfer meetings will also be held in year 9 and year 11 and 13 (if applicable) to prepare for the next phase. We will invite external agencies, Connexions and any other significant contact to aid a smooth transition. In addition we will ensure that students with SEN complete their Positive Steps 16 form with help and guidance from appropriate staff for post 16 options.

16. What other support is available?

Local Offer

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ADHD Solutions

<https://mychoice.leicester.gov.uk/Services/1005/ADHD-Solutions-CIC>

Leicestershire Autistic Society

<https://www.autismlinks.co.uk/support-groups/group-support-east-midlands/leicestershire-autistic-society?region=>

Leicestershire Dyslexia Association

<https://mychoice.leicester.gov.uk/Services/1382>