

English Martyrs' Catholic School

Special Educational Needs and Disability Information Report for parents, Spring 2025

I. 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)

We are an inclusive school and our aim is to remove barriers to learning and encourage full participation of SEND learners.

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.
- ☐ By considering the needs of our SEND learners we regularly review our policies and practices.

Our role in supporting our students' development as a whole person is of great importance. We recognise the importance of ambitiously encouraging the educational potential of our students whilst also ensuring that their emotional wellbeing is at the forefront of everything we do.

We do this through

- ☐ Continuously developing our Teaching & Learning practice to provide the highest quality of provision to all students.
- ☐ Facilitate each students learning needs by matching them with the correct provision to support attainment & wellbeing.

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.

English Martyrs supports the needs of students across all four broad areas: Communication and Interaction, Cognition and Learning, Social, Emotional Mental Health and Sensory and Physical need. We support students with an Education, Health and Care Plan, as well as those with identified special educational need that can be met with school support.

We promote Inclusive Quality First Teaching, including regular retrieval practice, modelling, questioning & feedback. Our staff are committed to ensuring all our students reach their full potential through teaching and learning differentiated & scaffolded appropriately.

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.

The school works with the Leicester City and Leicestershire County local authority SEND services and makes extensive use of the wealth of services of support available to students, either from within our own trust or those available externally.

The SEND code of practice 2015 steers our planning and the actions we implement with the graduated approach and our statutory responsibilities.

Our inclusion department holds inclusivity at its core and is available to students, staff and parents to ensure that individual educational needs are met and barriers to learning are removed, ensuring equality and increased participation across the community.

In our efforts to fully support our SEND students the Inclusion Department staff value the importance of a collaborative approach between child, parents, school staff and external support. We share the Academy Trust's mission of shaping young people's lives to the highest possible standards.

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 completion, as well as formal and informal assessments. Assessment points 1-3 offer termly indication of progress.

The department uses agreed criteria in view of the SEND CoP (2015), in place to support the need for a young person to be placed on the SEND register

Year 7 SEND registers are created through extensive transition work and liaison with Primary schools as well as baseline assessments completed on entry. NGRT testing is also carried out in the Summer term for year 7 and 8.

Concerns raised by student/staff/parents/external professionals are acted on in line with the graduated approach – appropriate monitoring and feedback forms are in place

School based assessments are completed in house, these allow for cognitive need to be identified and appropriate next steps to be taken .

The school makes appropriate referrals to services such as LCI/SEMH/EP/VI/HI to help assess and diagnose need

Any parental concerns around their child's needs should be directed to the school SENDCo, Mrs L Webster, in the first instance

The SEND area of the school website also contains links to the Leicester and Leicestershire Local Offer, which can offer further support for any queries you might have around your child's needs and appropriate next steps and support

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. We understand the importance of monitoring and tracking their achievement and performance in school.

Our monitoring and tracking systems are as follows:

- ☐ The Inclusion team monitors and tracks the achievements and progress of students via data from subject teachers.
- ☐ Assessment data is shared with home via Arbor
- ☐ 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.
- ☐ Opportunities for student/parent voice are provided
- ☐ 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 and those on the SEND register at school support have a SEND Passport meeting each year.

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 lessons 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 with individual need. All students are given equal opportunities and experiences that promote confidence and develop their talents, which enables them to participate fully in the life of the school. 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 they 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 minimum, however due to pressure on demand for school places currently, most groups currently number 31-32 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 Year 10 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 on the SEND register 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. Additional Teaching Assistant support will be provided where appropriate and necessary to ensure full participation in the curriculum. In very specific circumstances, other reasonable adjustments are made to personalise a curriculum due to specific needs.

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 Quality First Teaching adapted to meet the needs of the students in class.

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:

- ☐ Additional adult support.
- ☐ Agreed small group/1:1 tuition for literacy
- ☐ Small group skill based interventions in Mathematics and English.
- ☐ Morning study group to aid reading and comprehension
- ☐ Homework club to provide a quiet calm space with IT facilities
- ☐ Assistive technology
- ☐ Exam access arrangements as appropriate
- ☐ Social and communication skills programmes
- ☐ Emotional regulation support opportunities
- ☐ Growth mindset support to promote resilience as part of our English Martyrs Way
- ☐ ELSA (emotional literacy) support
- ☐ Study skills
- ☐ Mentoring by Pastoral Support team
- ☐ 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 Y Arvelo 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 curriculum timetable. They may be supported in class, in small group, or on a 1:1 basis. All support decisions are made by the SENDCo in partnership with teachers and Senior Leaders in school.

Students with an EHCP are to 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. Our goal is always to plan for support which enables learners to strive for greater independence, resilience and self-regulated learning.

Teaching assistants are allocated where they are needed to support learning, they may be working in a classroom, on a specific small group 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 curriculum areas 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 an extensive range of co-curricular activities and we continue to encourage all students to take advantage of this offer. 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, safety 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 supports and nurtures 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.
 - ☐ Mental health first aider and ELSA support and a wellbeing school email to seek support
 - ☐ “Safe haven” support in inclusion during unstructured times for vulnerable students as a reactive space
 - ☐ ‘Calm start’ pre school opportunities for students to arrive from 7:45am for a period of adjustment and support before the school day
 - ☐ Health and medical support through school nurse
 - ☐ Healthy eating school promoting positive eating habits
 - ☐ Attendance tracking and monitoring support
 - ☐ Educational Welfare Officer support
 - ☐ Availability of study club after school four 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.
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- ☐ Pastoral support team which includes a Senior Mental Health Lead to offer mentoring, guidance and support.

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)
- ☐ Social emotional mental health team (SEMH 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
- ☐ Early Help/MST support
- ☐ 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.

Training is also agreed around the needs of the current study body, and is reviewed each year

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

The school staff benefit from CMAT CPD opportunities, as well as those arranged in house, and more specifically for the Inclusion department specifically.

Refresher CPD is also shared via the school SEND Spotlight which provides gentle and concise reminders of training specific to student needs such as dyslexia friendly teaching, reducing classroom demands, supporting need with visual resources etc

All staff have training on scaffolding through the English Martyrs Teaching & Learning way to support all students accessing a Quality First education. The school is committed to ensuring that the latest research and initiatives are shared with staff to support SEND students.

Training and CPD is provided to all staff to help support students with specific SEND needs.

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.

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

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 in such roles as spiritual life officers, wellbeing champions etc, 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 L Webster

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 Webster SENDCo

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 SENDCo to ensure they are aware of SEN needs and additional support plans. We will ensure all records are transferred as soon as possible.

