



Special Educational Needs Policy

*English Martyrs, as a community centred in Christ, strives
to develop the talents of each person.
May they all be one.'*

Approved/reviewed by Governors:	
8 th May 2024	
Date of next review	March 2026

Aims and Objectives

The aims of the **Inclusion Department** at **ENGLISH MARTYRS SCHOOL** are based on the aims stated and guided by the SEN Code of Practice Special Educational Needs and Disability Code of Practice 0-25 years January 2015. We work, with the LA, specifically the Leicester city Special Education Service and Leicestershire County SENA service, to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need and disability *and to provide access to a broad, balanced and relevant curriculum for all pupils.*

The principles expressed in the school motto "**May they all be one**" and detailed in the mission statement also underpin this document.

We are committed to inclusion, meeting individual needs, the highest quality provision for all students and the efficient use of resources. It is our intention that all students with a Special Educational Need are enabled to access their education in line with their peers as a result of the best endeavours of all school staff.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to 'promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile relationships based on respect for themselves and others. Our role in supporting our pupils' development as a whole person is of great importance. We recognise the importance of ambitiously encouraging the educational

potential of our pupils' whilst also ensuring that their emotional wellbeing is at the forefront of everything we do.

Statement on Inclusion

We aim to ensure high levels of participation in the spiritual, social and learning aspects of school are achieved, regardless of any special educational need. In our efforts to fully support our SEND pupils' the Inclusion Department staff value the importance of a collaborative approach between child, parents, school staff and external support. We make every effort to achieve integration into the school timetable of pupils with SEN through meeting pupils' individual needs. Teachers provide learning opportunities for all pupils within the school environment and are expected to provide materials appropriate to pupils' interests and abilities. This ensures that all pupils (including those with SEN) have full access to the curriculum. Quality first teaching in our classrooms ensure that the needs of our learners are met, with adapted teaching actively supporting the need for reasonable adjustments, to robustly support specific needs.

Management of SEN within School

All staff are teachers of special educational needs. All staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have an EHCP (Education Health Care Plan). Our teaching and support staff are ambitious for our learners with SEND and actively promote an encouraging, inclusive and engaging atmosphere within classrooms. Staff responsibilities are identified in individual job descriptions.

In line with the recommendations in the Special Educational Needs and Disability Code of Practice 2015, the SENCO is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing teaching assistants
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA, Educational Psychology services, health and social services, and voluntary bodies.

The Principal and the governing body have delegated the responsibility for the day-to-day implementation of the policy to the SENCO. Consequently, the SENCO is responsible for keeping the Principal and the governor with responsibility for SEN fully informed. This will take place at agreed regular intervals.

The role of the governor is specified in the Code of Practice.

Partnership with Parents/Carers

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

The school aims to work in partnership with parents/carers, enabling and empowering them through:

- Giving parents/carers opportunities to play an active and valued role in their child's education.
- Making them feel welcome.
- Encouraging them to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Allowing parents/carers opportunities to discuss ways in which they and the school can help their child.
- Keeping parents informed and giving support during assessment and any related decision-making process about SEN provision.

Involvement of Pupils

Person centred approaches guide the structure of our reviews and planning, with pupil voice at the core. We endeavour to involve pupils fully wherever possible, including pupils in:

- Identifying their own needs and learning about their own learning
- Individual target setting across the curriculum
- The self-review of their own progress and in setting new targets
- Formal reviews, providing evidence for meetings and attendance at review meetings.
- Providing opportunities for pupil voice

We ensure that pupil perceptions of their support and progress are included in monitoring and evaluation procedures. We also ensure that all pupils have access when needed to the Sister Anna Centre (Inclusion) for support and allow pupils to express any concerns they may have.

Admission arrangements

Our admission arrangements are outlined in the school prospectus and in the SEND report.

Identification and Assessment

We accept the principle that pupil needs should be identified and met as early as possible.

A young person is deemed to have Special Educational needs if

- they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

In order to do this we adopt the following procedures:

- The analysis of data including baseline assessments, CATS, reading ages, annual pupil assessments.
- The use of checklists.
- Information based on classroom teacher feedback.
- Following up parental concerns.
- Pupil self referral.
- Tracking individual pupil progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools or other services.
- Engaging keenly with requests for information from health and social care services

The following may be triggers for pupils to be identified as having special educational needs:

- Failure to make improvements based on “in school” tests.
- Prolonged period of absence or erratic attendance.
- Entrenched behaviour patterns.
- Sudden change in behaviour patterns.
- Noticeable deterioration in quality of work.
- Change in family situation.
- Observed changes and/or concerns for a pupils’ emotional health

The SENCO maintains a record of pupils identified through the procedures listed. This list is reviewed regularly through meetings with senior managers.

For some pupils, further assessment may be undertaken by the school. This may include:

- School based assessments such as DRA Reading / Comprehension Test, NGRT New Group Reading Test etc
- Referral to health services such as school nurse support, and external agencies such as the LA LCI or SEMH services
- Referral to services within our trust such as an Educational Psychologist

The school adopts the graduated approach outlined in the LA advice and guidance and in line with the Code of Practice.

Pupil passports are provided for pupils on the special needs register. This enables effective partnership in school and with parents.

Curriculum Access and Provision

When pupils are identified as having special educational needs, the school may provide for these needs in a variety of ways. This provision ranges from adapted teaching in the classroom to additional teaching time. The provision for pupils is related specifically to their needs through:

- In class support for small groups with either teacher or TA support.
- Small group withdrawal.
- Individual class support/individual withdrawal.
- Differentiated resources.
- Pupil Passports
- Buddy system/cross age tutoring through 6th form support at morning study clubs.
- Homework/learning support club.
- Specific resources/technology to support learners
- Wrap around care to ensure support for enrichment learning opportunities

Special Provision

The school has the following special facilities: lifts in all buildings, ramps for access, handrails, easy access for taxis/other transport at rear of school.

Links with education support services

We aim to maintain useful contact with education support services. For pupils on the SEN register, any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Leicester Learning Services (LLS)- city and county services, including LCI – Learning Communication Interactive, service for hearing impaired, Vision Impaired. □ Speech and Language Therapy service □ Special Education Service (SES).
- Healthcare Professionals

The SENCO will maintain links with other SENCOs through the SENCO network.

Links with other services

- Effective working links will also be maintained with:

- Community Health Service
- Social Services
- Educational Welfare Service

Links with other schools/integration links

Links are also maintained with the following schools:

- All main feeder primary schools - St.Patrick's, Christ the King, Holy Cross, Bishop Ellis, Sacred Heart

Inset

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. This is specified in the school continuing professional development plan.

Resources

The provision for SEN is supported by delegated budget funds for city students and county students.

Monitoring and Evaluation

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom observation/SEND learning walks/Book scrutiny
- Subject Reviews
- Teacher interviews
- Support staff interviews.
- Departmental review
- Informal feedback from SEN staff
- Informal feedback from all staff
- Parental interviews and feedback at Parents' Evenings
- Pupil interviews
- Pupil tracking/ departmental testing
- Pupil review meetings and records of review meetings □ Monitoring Pupil Passports and reviewing SEN register □ Attendance.

Success criteria

We have identified the following success criteria to evaluate the effectiveness of the policy:

- The SENCO has regular meetings with the governor responsible for SEN.

- The register is reviewed and updated at least termly, and priorities discussed at Joint Planning Meetings with external services
- The register is up to date and easily accessible.
- All concerns are followed up and responded to within two weeks.
- Parents are informed about expressions of concern.
- All pupils with Pupil Passports have the targets reviewed 3 times a year.
- All pupils with Pupil Passports are involved in their Pupil Passport targets.
- All teachers are informed of pupil targets.
- Pupil Passports targets are SMART and written in accessible language.
- Parents are informed of their child's targets.
- All teachers and support staff are made aware of procedures and have easy access to necessary information.
- All parents are made aware of procedures and have easy access to necessary information through published information and meetings.

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with by the SENCO in the first instance. Should this not resolve the complaint, then the matter will be dealt with through the School's Complaints Procedure.

Disability Rights

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.