

## OUR VISION

Our English Martyrs' School Community aims to follow the example of Christ, in welcoming, recognising, fostering and developing each individual, as a unique and special gift from God with value and dignity.

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

## WHOLE SCHOOL/SETTING APPROACHES

### Information on policies, people and statutory guidance

English Martyrs' Primary School's SEND Information Report should be read in conjunction with the following:

Anti-Bullying Policy  
Safeguarding Policy  
SEND Policy  
Behaviour Policy  
Accessibility Plan

The SEND Information Report encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

English Martyrs' Primary School is committed to using its best endeavours to meet the SEND needs of all children who attend the school.

At English Martyrs', we value the partnership between parents and school. We will seek the opinion of parents through questionnaires and feedback forms after every parent workshop and then as a whole school, twice a year.

We recognise our statutory duties in managing medical needs of pupils. We work closely with the School Nurse to provide Care Plans for pupils with ongoing medical needs.

### “Who is responsible for what?”

#### SENCOs (contact through the school office on 0207 703 4726)

Ensuring that parents / carers are:

- Involved in supporting their children's learning
- Kept informed about support being given
- Involved in reviews
- Liaising with all the other agencies who may come into the school to support the child e.g. Speech and Language therapist and the Educational Psychologist.

#### Phase Leader

Responsible for:

- Monitoring provision in their phase group including that of SEND pupils.
- Supporting teachers in identifying children who may have additional needs.

- Monitoring behaviour across the phase and responding to any incidents where appropriate.
- Analysing data with class teachers in order to identify children who are not making expected progress and may need intervention.
- Planning and evaluating interventions run by Support Staff and Specialist teachers within their phase.
- Liaising with the SENCOs where there are concerns regarding specific pupils or groups where further intervention may be necessary.

### **Class Teacher**

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCOs as necessary.
- Jointly reviewing the year group provision map each term.
- Ensuring that all staff working with your child in school ARE helped to deliver the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Headteacher:**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCOs and the class teachers but is still responsible for ensuring that the child's needs are met.
- The Headteacher will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### **SEND Governor:**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.
- Once a term meetings with the SENCOs

### **Learning Mentors:**

Responsible for:

- Liaising with staff to identify learners who would benefit from mentoring
- Helping learners who are underperforming in their subjects on a one-to-one or small group basis in and outside the classroom
- Listening to and helping learners resolve a range of issues that are creating barriers to learning
- Drawing up agreed targets with learners, outlining the aims of the mentoring, and monitoring their progress
- Providing group or one to one activities to promote well being, emotional development and social interaction skills
- Maintaining accurate records and evaluating the progress of targeted children
- Sharing strategies with the the class teacher and teaching assistant

All members of staff can be contacted through the school office.

***“Where can I find out about what is available locally for me, my family or my child?”***

Southwark Local Authority has published its own Local Offer which can be accessed via the link below:

[www.localoffer.southwark.gov.uk](http://www.localoffer.southwark.gov.uk)

**Wider World of School*****“How will my child be welcomed into the school/setting?”******“How will my child be supported to be part of the school/setting?”***

To help make children and families feel welcome at English Martyrs’

- The Headteacher meets with each new family before they start school.
- We hold a meeting for Reception parents and encourage visits to the school, where children and families can see just where they will be learning, meet key staff, find out about every-day routines and voice any concerns they may have
- Early in the term we hold a parents’ workshop for Reception Parents so that you are very familiar with everyday routines for your child
- At the start of each academic year, we hold a “meet the teacher” event where you will be given information relevant to the Year Group including routines, expectations and curriculum information

Information on admissions can be found on our policy available through the school website.

<http://englishmartyrsrprimary.co.uk/school-policies/>

***“How accessible is the school environment?”***

Please refer to our Accessibility Policy available to view on our school website

***“How will my child be supported to be part of the school?”***

- Most children with SEND are supported through the opportunities provided to all children – high quality teaching, and supportive and empathetic staff who care about and listen to them
- Some children find the social and emotional aspects of school life more difficult than others; for them, we have behavioural and social or emotional support
- Our Learning Mentors offer support to children who need it both in and out of the classroom including during playtimes.
- We use PSHCE curriculum through lessons and assemblies promoting many skills such as respect, resilience and responsibility to all pupils.
- Circle Time offers the opportunity to include all pupils in taking responsibility for each other and creating an inclusive classroom.

***“How is behaviour managed?”***

All pupils at English Martyrs’ Catholic Primary School are expected to learn and teachers expected to teach – the behaviour of all members of our school community must support this at all times.

Our core purpose at English Martyrs’ is to promote effective learning; this is only possible when behaviour which promotes learning is the norm. English Martyrs’ behaviour policy is fundamental to the provision of a supportive, happy and effective learning environment for all pupils.

Our Behaviour Policy is firmly in the Catholic ethos, as evidenced in our Mission Statement and Core Values that we instil in all members of our community.

At English Martyrs', we believe that setting high standards and enforcing codes of conduct is essential to effective learning. We recognise that good discipline is needed to create a positive climate for learning and should be shared by all – leaders, teachers, parents and pupils.

We use a **Good to be Green card system** to encourage positive learning behaviour, as well as making sanctions clear for all to understand and follow. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Please see the Behaviour Policy for further information:

<http://englishmartyrsrprimary.co.uk/school-policies/>

### ***“What extra-curricular activities can my child participate in?”***

- We make sure activities outside the classroom and school trips are available to all, including residential trips.
- Risk assessments are carried out for each trip and suitable number of adults is made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access.
- A range of after school clubs are available to all pupils. Adjustments will be made to support participation of vulnerable pupils.
- Health and safety audits will be conducted as and when appropriate.
- The school will ensure there is a qualified first aider on site during all extra curriculum activities.

Please see the link below to clubs currently available at English Martyrs'

<http://englishmartyrsrprimary.co.uk/school-activities/>

### **Approaches to Teaching and Learning**

#### ***“How will teaching be adapted to meet the needs of my child?”***

All children receive class teacher input via Quality First Teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.
- A wide range of intervention is available to targeted pupils depending on need, for example Daily Reading, Phonics Catch-up, Springboard Maths, Booster sessions, Social Skills groups
- Additional adults are used both in and outside of the classroom to support learning and behaviour.
- Homework can be adapted to meet the needs of children. There are also Homework clubs available in some Year Groups.

For further information on the curriculum at English Martyrs' please see the website.

### ***“How will I know how my child is doing?”***

The Senior Leadership Team monitor progress and attainment of children rigorously through data analysis, pupil progress meetings and tracking.

The Senior Leadership Team also monitor behaviour through tracking of the Good to Be Green System and incident reports.

Class Teachers and Phase Leaders track the impact of any interventions and make adjustments when necessary.

You will be informed about your child's attainment and progress in learning and behaviour, and you will have regular opportunities to discuss this with his or her class teachers.

For example,

- class teachers are available every afternoon in the playground for questions or brief discussions.
- In Autumn and Spring Term there is a Termly Learning Conference where you get the opportunity to speak to your child's class teacher on an individual basis about your child's progress.
- At the end of each year, you receive a written report of your child's achievements and their suggested next steps for learning
- There is a programme of parent workshops and briefings across the year where you can come in and learn more about children's learning and progress in core subjects such as literacy and numeracy
- You are very welcome to make an appointment at any time in the school year with your child's class teacher, phase leader or the SENCos to discuss your child's progress and any concerns you may have
- If there are significant concerns about your child – e.g. a sudden deterioration in their progress or emotional well-being – we do not wait until the end of term to discuss this with you. We meet with you to find out how he or she is at home, whether there have been any changes in family life.
- Children who are using a Behaviour Tracking System will be encouraged to review their own progress against targets and this will be shared with parents by the class teacher, phase leader or Learning Mentor.

### ***“What skills do the staff have to meet the needs of my child?”***

At English Martyrs' we are highly committed to offering your child the best possible education. Therefore, all class teachers are qualified teachers who are well supported by specialist staff – the SENCos; the speech and language therapist, Educational Psychologist (through Southwark Early Help Service), etc. – in working with your child. We also have access to specialist outside agencies (e.g. Southwark's Autistic Support Team, Occupational Therapy, Family Support, CAMHS). Where needed, these agencies work with the class-teacher in planning for children with SEND and provide training for teachers and support staff.

The majority of staff are trained in Positive Handling and De-escalation strategies

## **Information about early identification, assessment and intervention Procedures for considering if a child has SEND**

### ***“What happens if I am worried about my child?”***

If you are worried about your child's progress, in the first instance, please speak to the class teacher. After this meeting, you may also want to meet with the SENCo. We can then work together to identify what specific concerns you have, what we have observed in school and what we can do next.

***“How do we identify children who may have special needs?”***

Children’s needs should be identified and met as early as possible through :

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns.
- Tracking individual children’s progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

***“How will my child manage tests and exams?”***

In England, schools are responsible for checking whether a child is working at the level of a test (e.g. Key Stage 2 SATS) but cannot access them. The Head Teacher makes the final decision about this, for example if your child:

- Has a physical or sensory disability (e.g. a visual impairment)
- Spent lots of time in hospital towards the end of the Key Stage.

Specific arrangements can be put in place to enable children to access the tests. These are based on typical classroom practice for children with particular needs (e.g. if your child uses a laptop for everyday writing in class, this should be available for the exam). Detailed information about each access arrangement and how it can be used is available on the DfE’s website at [www.education.gov.uk/ks2](http://www.education.gov.uk/ks2).

## SEN SUPPORT including students with EHC Plans

**Information on the schools graduated approach - Assess, Plan, Do, Review*****“What happens if my child does have some difficulties?”***

For all children (including those with special educational needs) the most important thing is that they get excellent classroom teaching, i.e:

- The teacher has the highest possible expectations for them
- Teachers **assess** just what they understand and can do, and use this to **plan** the right experiences to move them on in their learning
- Teachers and children carry out these plans in as exciting and practical ways as possible, so that children are engaged and actively involved in learning
- Children (and parents at termly learning conferences) are told what their learning targets are and given regular and focused feedback in the way their work is marked – offering clear praise for what they have achieved as well as next steps for their learning
- Children’s progress towards their targets is reviewed regularly – usually at the end of every unit

of learning

- Children's progress against national curriculum levels is assessed termly and further targets set / interventions planned as needed

Your child may also benefit from specific group work with a smaller group of children; for children with special educational needs these will be targeted at particular areas of need in their learning.

These kinds of groups, often called interventions:

- Are planned at the start of each term by the class-teacher in consultation with their Phase Leader and the SENCOs
- Are run in the classroom or outside
- Are run by a teacher or teaching assistant who has had training and is supervised to run these groups
- Have specific targets or goals set for the children involved so they know what they need to do next and when they have achieved this.
- Include clear assessment before and after to measure progress.

We also sometimes provide specialist groups or individual support as advised by external professionals if children would benefit from this approach.

For your child this would mean:

- Your child will have been identified by the class teacher and / or SENCO (or you will have raised your worries) as needing more specialist input
- You will have been asked for your consent to do a referral for the school to involve a specialist e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better and be able to support them in school. The specialist will work with your child and their team to understand their needs and make recommendations, which may include:
  - ❖ making changes to the way your child is supported in class e.g. some individualised support or changing some aspects of teaching to support them better
  - ❖ support to set better targets which include the area of their specific expertise
  - ❖ a group run by school staff under the guidance of the outside professional e.g. a social skills group
  - ❖ group or individual work with an outside professional

You will be fully informed and included in any feedback and reviews. You will receive copies of any reports completed by an Outside Professional.

## Education Health and Care Assessments and Plans

### ***“What if I think my child needs more help than the school can provide?”***

If you or the school believe that your child needs more support than the current provision set in place, either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Southwark web site:

[http://www.southwark.gov.uk/info/200226/special\\_educational\\_needs/1055/sen\\_assessments](http://www.southwark.gov.uk/info/200226/special_educational_needs/1055/sen_assessments)

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs.

If they do not think your child needs this, they will ask the school to continue with the Early Years SEND support or SEND support.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will arrange a meeting involving yourself, your child and any other professionals involved and write an Educational Health Care Plan (EHCP). The Statement or EHCP will outline support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programs like:

- Phonics based interventions such as Direct Phonics
- Springboard – Numeracy Programme
- Speech and Language Therapy programmes such as Talk Boost, Narrative Groups Nurture groups, Social skills, Play Therapy, Lego Therapy
- We will always use the advice of external agencies e.g. an Educational Psychologist, Occupational Therapist, Speech and Language Therapist to help develop and review each child's needs.

Children with statements will have these changed into EHC plans over the next 2 ½ years. We will be in touch with the families of our statemented children when we are about to make the transfer to an EHC plan.

#### ***“What if the Local Authority says no?”***

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. They will ask the school to review or continue with the support at the current level, and also set up a meeting in school to make certain a plan is in place, to ensure your child makes as much progress as possible.

There is an appeals process for parents involving SEND tribunal which you can find out more about on the Local Authority website.

### **Arrangements for supporting transitions for pupils with significant SEND**

#### ***“How will the school help my child to be supported and manage the transitions into the school, into a new class or on to a different school/adulthood?”***

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

#### **• If your child is moving to another school:**

- ❖ We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- ❖ We will make sure that all records about your child are passed on as soon as possible.

#### **• When moving classes in school:**

- ❖ Information will be passed on to the new class teacher in advance via an SEND, and a planning meeting will take place between the current and new teacher.
- ❖ All provision maps and personalized targets on TACs will be shared with the new teacher.
- ❖ All children visit their new classroom with their new class teacher during moving up mornings. To aid their understanding about any forthcoming moves, additional visits can be arranged for individual children who experience greater difficulties to cope with changes.

- ❖ Personalised picture booklets are used to help children in preparations for transition.

- **When moving into English Martyrs' during the academic year:**

- ❖ We will meet with you and your child to discuss their needs and decide how to best transition into English Martyrs'.
- ❖ We will liaise with the previous SENCO to discuss the provision and obtain records from external agencies.

- **In Year 6:**

- ❖ We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- ❖ The school Inclusion Manager will liaise with and discuss the specific needs of your child with the Inclusion Manager of their secondary school
- ❖ Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- ❖ Secondary School support workers are invited into school.
- ❖ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- ❖ If your child has a diagnosis of Autism the school will contact the Southwark Autism Support Team to ensure your child receives the best support possible during and after transition.
- ❖ If your child has a Statement of SEND, or an Educational Health Care Plan the school will hold a transitional annual review.

## Information about funding and resources

### ***“How will the school fund the support needed for my child?”***

The school budget, received from Southwark Local Authority, includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the Inclusion Manager discuss all the information they have about SEND in the school, including:
  - ❖ the children getting extra support already
  - ❖ the children needing extra support
  - ❖ the children who have been identified as not making as much progress as would be expected
  - ❖ Deciding what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

## Information on where to find further support

### ***“Where can I or my child get further help, information and support?”***

There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

#### **Southwark Information, Advice and Support Team**

The Southwark Information, Advice and Support Team has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents write letters and complete forms, deal with education issues, visit schools and provide information about the SEND process.

<http://www.southwarkparentpartnership.co.uk/>

[http://www.southwark.gov.uk/info/200279/parenting\\_support\\_and\\_courses/1700/parent\\_partnership\\_service](http://www.southwark.gov.uk/info/200279/parenting_support_and_courses/1700/parent_partnership_service)

### Contact a family

Contact a Family Southwark supports families living in Southwark who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website.

<http://www.cafamily.org.uk/southwark>

### Family information service

The Family Information Service (FIS) provides information on local services available to children, young people and families in Southwark. They can assist with:

- ❖ Registered childcare, including children's centres, childminders, nurseries, pre schools , breakfast clubs, after school clubs and holiday play schemes
- ❖ Help towards childcare costs
- ❖ Free early education

### Family information directory

The information directory is for parents, young people and practitioners to look up services for children, young people and families, including:

- ❖ Parenting support
- ❖ Health care
- ❖ Money matters
- ❖ Law
- ❖ Support groups
- ❖ Activities

<http://cypdirectory.southwark.gov.uk/>

### Accessibility Plan

The school recognises its duty under the Disability Discrimination Act:

- ❖ Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- ❖ Not to treat disabled pupils less favourably
- ❖ To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

#### a. Access to curriculum

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. To develop a more inclusive curriculum teachers:

1. set suitable learning challenges
  2. are responsive to pupils' diverse learning needs
  3. identify potential barriers to learning and assessment for individuals and groups of pupils
- ii. Please refer to the Curriculum statement and Policy

#### b. Access to information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

#### c. Environment

The school has a Health and Safety Policy and a committee who take account of the needs of pupils and visitors with physical difficulties and sensory impairments. Reasonable adjustments and consideration for the needs of pupils will be taken when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting etc

#### d. Medical needs

Please refer to the Supporting Pupils in Schools with Medical Conditions on

the school website

## **Complaints procedures**

### ***“How do I complain if I am not happy with what is happening for my child?”***

Depending on the nature of the concern, you may wish, or be asked to follow the schools formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated.

The prime aim of English Martyrs' policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.

The complaints procedure is set out on the school website in the policies section