



English Martyrs'
RC Primary School

SEN Policy and Information Report

MISSION STATEMENT

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 of GOD with value and dignity.

Date: September 2021

Review Date: September 2022

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.
- English Martyrs' Catholic Primary School strives to achieve the best outcome for pupils with SEN and disabilities by providing:
 - A curriculum to match your child's needs
 - In class support

- Additional programs delivered in a small group or individual basis
- Homework support
- Extra help from other services including from our Speech and Language Therapist and our Educational Psychologist.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

They will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with parents and the child (where appropriate) when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. These reviews will be shared with parents.

5.5 Supporting pupils moving between phases and preparing for adulthood

Pupils identified as requiring additional support for transition will be given opportunities to spend extra time familiarising themselves with their new teacher and classroom. A personalised transition booklet with details and photographs of any significant changes will be provided to be shared at home. Pupils will be supported to make a Pupil Passport to share their views and interests with their new teacher to ensure an individualised approach.

We will share information with the school, or other setting the pupil is moving to this will sometimes involve holding additional meetings or inviting to meetings already scheduled such as annual reviews. We will agree with parents and pupils which information will be shared as part of this.

Where appropriate we will involve Southwark agencies such as SENDip and the Autism Support Team to help monitor and ensure a smooth transition for Year 6 children in their new settings at high school. A transition program run by the SENCo and class teachers will be available for all Year 6 pupils in the Summer term.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils where we will focus on outcomes.

We will also provide the following interventions:

- Communication and interaction – supported by our Speech and Language Therapist.
- Social skills- including Lego Therapy, peer mediated intervention and discrete social skills packages as advised by our Speech and Language Therapist and Educational Psychologist
- Life skills such as gardening groups.
- Additional maths
- Additional reading
- Additional writing
- Additional phonics – RML and Toe by Toe
- Fine motor support
- Handwriting

- Health mentoring
- Social, emotional and mental health support – check ins with our Learning Mentor
- Emotional Literacy support (ELSA)
- Additional PE support to develop gross and fine motor skills

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For further information please refer to our Accessibility Plan –you may get a copy from the school office or the school website.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis to ensure accessibility for pupils.

Teaching assistants will support pupils in small groups where appropriate.

We work with the following agencies to provide support for pupils with SEN:

- Visual Impairment Team
- Autism Support Team
- Educational Psychologist
- Speech and Language Therapist
- SENDIP
- Occupational Therapist
- Complex Nursing Team/Outreach Nursing Team
- School Nursing Team

5.9 Expertise and training of staff

They are allocated three days a week to manage SEN provision.

The SENCo is part of the Inclusion Team which is lead by the Deputy Head Teacher and includes the School Home Support Teacher, Speech and Language Therapist, Learning Mentor and Health Mentor who work closely to ensure provision is appropriate and children are supported to make progress across all areas of learning.

English Martyrs' has 11 teaching assistants who are trained to deliver SEN provision including supporting children with Educational Health Care Plans.

In the last academic year staff have been trained to work with children with visual impairments, precision teaching and delivering speech and language interventions, as well as general training on SEN and the SEN Code of Practice.

All staff have also been invited to attend online training for epilepsy, sickle cell and asthma from the School Nursing Team.

5.10 Securing equipment and facilities

We use evidence based interventions where possible or use professional recommendations and advice.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a minimum of 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

For further information please refer to our Accessibility Plan –you may get a copy from the school office or the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs including homework support and multi-skills in order to develop social skills as well as providing support with their learning and gross motor skills.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

These agencies include:

- Health Mentor (Evolve) – who is in school full time (five days a week) to provide physical and mental support
- Educational Psychologist
- Speech and Language Therapist
- SENDip – to support secondary school transition for children with SEN and children starting Reception
- Counselling services – including Solace
- Autism Support Team
- Cenmac
- Southwark Council SEN Team
- Behaviour Support Service
- Complex Nursing Team/Outreach Nursing Team
- School Nursing Team

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Southwark Information Advice and Support Team (SIAS) - 0207 525 3104 email sias@southwark.gov.uk

5.17 Contact details for raising concerns

Head teacher: Mr Camilleri

SENCo: Dr O'Brien (2021 – 2022: Maternity Cover)

Please contact either of these members of staff via the school office on 020 7703 4726 or the School Office Email: office@englishmartyrs.southwark.sch.uk or SEND email : send@englishmartyrs.southwark.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is: <http://www.englishmartyrsprimary.co.uk/wp-content/uploads/2015/05/English-Martyrs-SEND-Information-Report1.pdf>

Our local authority's local offer is published here: <http://localoffer.southwark.gov.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the appointed SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions