



English Martyrs'

CATHOLIC VOLUNTARY ACADEMY

Special Educational Needs & Disability Policy

Adopted: 1st December 2019

Review cycle: Annually during the Advent term

Date of next Review: September 2021



Our School Mission Statement

Love one another
Inspire and respect
Grow in friendship
Have faith
Trust in God

Introduction and Background

Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen



DIocese OF
NOTTINGHAM

English Martyrs' Catholic Voluntary Academy,
Bracken Rd, Long Eaton, Nottingham NG10 4DA
Tel: 0115 973 3209
enquiries@englishmartyrs.derbyshire.sch.uk



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The Policy

“At English Martyrs’ Catholic Voluntary Academy, we offer a broad-based curriculum which promotes the spiritual, moral, cultural and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life.”

At English Martyrs’ we walk with Jesus and

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Here at English Martyrs’ Catholic Voluntary Academy, we are concerned with the growth of each and every child entrusted to our care. We strive to nurture their spiritual, academic, social and personal development, emphasising the teaching of Gospel values and the mutual respect we should all have for one another.

We have developed a whole-school approach to our Special Educational Needs delivery recognising the entitlement of all children to a broad and balanced curriculum. Pupils who have special educational needs and disabilities (who have communication and interaction needs; cognition and learning needs; sensory and physical needs; and, social, emotional and mental health needs) have full access to the curriculum and are included in all aspects of school life.

Our statement of Intent for our SEND provision:

We intend to provide every child with access to a broad and balanced education. This includes the National Curriculum (2014) in line with the *Special Educational Needs Code of Practice (2014)*.

1. Specified intentions:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services, and feeder schools or early year’s settings prior to the child’s entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Testing where appropriate to confirm needs and support.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils**



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with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information annually on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing regular one to one meetings between pupils and their teacher / TA / SENCo / Headteacher. Pupil participation is important. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Our Implementation: Teaching and Learning of SEND

2. Responsibility for the coordination of SEND provision

The people responsible for overseeing the provision for children with SEND is the Headteacher and SEND Governor, and the person co-ordinating the day to day provision of education for pupils with SEND is the SENCo. They are available to contact through the school website using the general enquiries email.

3. Arrangements for coordinating SEND provision

The SENCo will hold details of all SEND Support records for individual pupils.

All staff can access:

- The SEND Policy;
- A copy of the full SEND Register.
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information available through Nottinghamshire's or Derbyshire's SEND Local Offer



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This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. To enable us to have a full picture of a child's needs we would, in addition to our usual admission arrangements for SEND children, talk to parents about their child's needs, gather background information from them and any professionals working with their child, and if appropriate arrange a meetings and additional visits. The CMAT, of which English Martyrs' is a part of, is able to build a bank of joint resources and to share advice, training and development activities and expertise. Prior to children transferring schools or classes, there is communication, both written and verbal, regarding any children with SEND. Further information can be found in our admissions policies.

5. Working in partnerships with parents

We believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through parent's evenings, progress reviews and reports at the end of each year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. [The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.]

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEN matters and their contact details are available from the school office.

6. Specialist SEND provision and facilities for pupils with SEND

We have members of staff who are designated to support SEND provision since we are committed to whole school inclusion. The Trust has a range of specialist SEND facilities in place that can be accessed by our school, as well as the local offer available to utilise when appropriate.



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7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to approximately £6,000. Some pupils with SEND may access additional funding which is retained by the local authorities of Nottinghamshire County Council and Derbyshire County Council, dependent on the home address of the pupil. For those with complex and sustained needs, the SENDCo may apply for an EHC needs assessment to secure an EHCP. The child and/ or the family may also apply for an EHC needs assessment. The Headteacher and the SENCo will allocate how resources and funding within school are used, in line with the provision maps of the children on the SEND register.

NB. Derbyshire County Council top up funding differs from that of Nottinghamshire County Council

8. Identification of pupils needs

Identification

See definition of Special Educational Needs and Disability at start of the policy

A graduated approach: *Quality First Teaching*

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and attainment expectations will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.



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SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff



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to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

Nottinghamshire County Council: www.nottinghamshire.sendlocaloffer.org.uk
or by contacting the Parent Partnership Service at
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=YmqugCdb3a4>



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Derbyshire County Council: <http://localoffer.derbyshire.gov.uk/>
or by contacting the Parent Partnership Service at
<https://www.derbyshireiass.co.uk/home.aspx>

Education, Health and Care Plans [EHCP]

- a. Following Statutory Assessment, an EHC Plan will be provided if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by a SEND officer, staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

At English Martyrs' we:

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Make use of all class facilities and space
- Use in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- May make a decision to provide group teaching outside the classroom.
- May use a range of standardised assessments to determine an age related score to improve provision and support.
- Set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.



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10. Inclusion of pupils with SEND

The Headteacher is responsible for ensuring that the inclusion of pupils is evident and promoted throughout the school.

The school curriculum is regularly reviewed by the senior leadership team to ensure that it promotes the inclusion of all pupils.

The school can seek advice, as appropriate, around individual pupils, from external support through meetings, Early Help Unit and the Multi-Agency Safeguarding Hub.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There will be an annual formal evaluation of the effectiveness of the SEND provision and policy. The evaluation will be carried out by the SENCO/ Headteacher who will produce a report to present to Governors of the Academy. These will be collated and published by the Academy Trust on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

Under the SLT, the SENDCo will regularly monitor children's work and of the quality of teaching and learning in all areas of the curriculum. The role of the SENDCo involves supporting colleagues, being informed about current developments in SEND provision, and providing a strategic lead and direction for SEND provision across the school. Monitoring will be carried out through:

- Learning walks
- Book scrutinies
- Environment checks
- Pupil voice meetings
- Staff interviews/questionnaires

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child they should follow the Academy Trust Complaints Procedure.



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13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCo attends relevant SEND courses, SEND cluster meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

14. Links to support services, other agencies and voluntary organisations

Each academy continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion; this includes health, social care and education.

Sharing knowledge and information between our support services is key to the effective and successful SEND provision within our Trust

As a school, we invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCo is the designated person responsible for liaising with the following:

- Schools and Families Support Service
- Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services
- County Council Services

Representatives from appropriate external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation. In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.



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Our Impact of the SEND Provision

We have self-evaluated our outcomes as Outstanding for our SEND provision for the following reasons: Across the year, SEN data is tracked using a personalised document to monitor the small steps of progress each individual makes, SEN learners make substantial and sustained progress and develop as learners dependent on their differing starting positions. Children are able to articulate their knowledge and understanding in an age appropriate way and can hold a thoughtful conversation with an adult. Children are given many opportunities to do this and grow in confidence as they speak to a range of people for a range of purposes. SEN attainment and progress is incomparable but the commentary in SEN pupil progress documents is thorough and details the story and the journey of each individual child.

Policy written by: Tabatha Dickson - November 2019

Reviewed by: Nicola Lawrence – September 2020



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