



St Martin's Special Educational Needs and Disabilities (SEND) Information Report

It is important to ensure St Martin's meets the needs of all, taking account of gender, gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. At St Martin's we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

Reviewed: February 2024

Next Review: February 2025

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Contact Details

School: St Martin's School

Name and contact details of SEND Coordinator (SENDCo): Mrs O Bamigbele
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Role of SENDCO: The SENDCo has responsibility for coordinating provision for students with SEND.

In September 2014, a new Special Educational Needs Code of Practice came into effect. From this time, Local Authorities must publish a Local Offer, setting out, in one place, information about the provision that they expect to be made available for children and young people in their area, who have Special Educational Needs and Disabilities (SEND).

1. Introduction

St Martin's school

St Martin's School is a 11-18 comprehensive school. At St Martin's School, the ethos is based on traditional, inclusive values, including students' personal development, outstanding academic achievement and personalised provision and support.

The school has a committed staff, supportive parents and students who want to learn. The school is forward thinking and constantly seeks to improve in order to offer a first-class education for its students. St Martin's believes that all children can be successful learners, and that all are capable of achievement, in line with the school's value of: '**Be The Best You Can Be**'. The school aims to provide learning experiences and an environment that allows all students to succeed. The school has an excellent academic record - significant numbers of its students achieve at the very highest levels at GCSE and A level. Expectations of students are high and the school insists on standards being maintained in every aspect of school life. The school promotes a strong code of values based on respect and tolerance and encourages its students to be good citizens within a caring community. The school looks to the future with confidence and believes that it provides a safe, supportive learning environment in which all students enjoy school and can develop to their full potential.

St Martin's SEND

We believe that all our students will make the best possible progress at school. We are committed to ensuring that the necessary provision is made for any student who has special educational needs. We support students with special educational needs to be included in all aspects of school life.

At St Martin's, we make provision in accordance with the SEND Code of Practice (2015), the Special Educational Needs and Disability Act (amended 2012), Index for Inclusion (Updated 2001) and the Discrimination and Disability Act (2006). We recognise that a student has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the Special Educational Needs Code of Practice (2015), a student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same

- age; or
- 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.

The focus of the SEND team at St Martin's school is to provide necessary support to staff to ensure students with SEND make progress through targeted support and intervention and to have a role in the professional development of both teaching staff and learning support assistants to ensure that SEND students receive high quality teaching.

2. How do we identify students who may have special educational needs?

Special educational needs are defined under four areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and/or Sensory needs

We strive to identify special educational needs as early as possible so that evidence-based interventions and support can be put in place. We apply a range of strategies which may include:

- feedback from teachers and additional adults on student performance in class, and any concerns around student progress
- feedback from the pastoral team around barriers to students' learning and well-being that may require additional support
- feedback from parents and carers, raising concerns about their child's progress
- monitoring student progress using a range of tools, including standardised tests to identify those who are working at levels significantly below those designated for their year group in literacy and numeracy
- observing students to identify attention and concentration, social and emotional needs
- using a range of screening tools to monitor phonological awareness, visual discrimination, auditory memory, gross and fine motor skills, etc.
- taking advice from external agencies, including medical and social care professionals
- working together between primary and secondary schools to exchange information during transition.

The SEND team track the provision for SEND students and provide a communication link between the academy and home. At St Martin's, we believe that students have a right to be involved in making decisions and exercising choices. We are committed to working in partnership with our students, their family and external agencies to identify needs and provide ongoing support and monitoring to meet those needs.

3. How does St. Martin's School know if my child needs extra help?

The principle of Quality First Teaching underpins the approach taken at St. Martin's School, which means that most student needs are met within the classroom. All teachers are teachers of SEND and have a responsibility to identify and support students, who may need additional

support. Students, who have additional needs, are identified in a range of ways, and at a number of different times in the school year. This can be done by:

- Gathering information from primary schools through the transition process, working closely with Head of Year and the Special Educational Needs and Disabilities Coordinator (SENDCo) from primary schools
- Informal and formal assessment and observations of lessons
- Regular meetings between SENDCo and Heads of Year to discuss any concerns around student progress
- Regular Learning Walks
- Parental views and meetings;
- Child's own views
- Teacher reports;
- Regular meetings between SENDCo and the Social and Emotional Aspects of Learning (SEAL) Coordinator;
- Advising the parents/carers on professional services that they can contact out of school
- Evidence from external professionals, including physiotherapists, occupational therapists, specialist teachers, speech and language therapists, social workers, educational psychologists, Emotional Wellbeing Mental Health Services (EWMHS), doctors, outreach and others. Evidence is drawn from the school's core approach to student progress, attainment and behaviour. It also draws on the individual's development in comparison to their peers.

Education, Health and Care Plans (EHCP)

Where a student has an EHCP, St. Martin's School uses the plan as a guideline to implement the provision outlined in the EHCP. As far as is practical, the school arranges for reviews of all areas of the young person's progress to take place at the same time, e.g. the annual review of the student's EHCP would take place at the same time as a Personal Education Plan (PEP) review.

All reviews of that plan, from Year 9 onwards, include a focus on preparing for adulthood, including employment, independent living and participation in society.

The school looks to support and implement its provision accordingly, when new students arrive with different needs.

English as an Additional Language

Students are identified based on the information from their parents/carers and/or primary school. A member of staff meets with parents/carers to find out further background information. Students' proficiency in English is assessed by conversational English, encouraging them to answer specific questions. Dependant on their answers and how long they have lived in the UK, an appropriate access test with free writing is completed. A bespoke intervention is then devised to match the student's needs through the school's SEND Department. We encourage parents/carers and their children to use English at home and in everyday situations.

What should I do if I think my child may have SEND?

If you have a concern about your child's progress, the first person to contact is your child's subject teacher and the Head of Department, who are responsible for the progress that your child makes in that specific subject. If it is a general concern, you need to contact the Head

of Year/Deputy Head of Year. The Head of Year should then liaise with the SENDCo. Should the SENDCo feel that further assessment is required, they will organise further assessment to investigate any concerns. Parents/carers and students are involved in this process and with further discussion in agreeing next steps.

If St. Martin's School decides to provide SEND support, the parents/carers are informed. Review meetings with the SENDCo or another member of the SEND Department are arranged throughout the year to discuss the interventions/support to be put in place and the expected impact on progress, development and behaviour. The SENDCo contacts the parents/carers regularly if there are changes to the provision offered.

How will the curriculum be matched to my child's needs?

Teachers adapt their planning and lesson delivery using Students' One Plans, relevant strategies and adapted tasks to ensure progress for every student in the classroom.

When a student has been identified as having Special Educational Needs, the curriculum and the learning environment are further adapted by the class teacher to reduce barriers to learning, and to enable the student to access the curriculum more easily.

These adaptations may include strategies suggested by the SENDCo and/or external specialists. These may include:

- Mentoring, if necessary;
- Differentiated curriculum pathways;
- Targeted interventions;
- Support for examinations from Year 7 should access arrangements be identified.
Should it be required, students may be provided with specialist equipment or resources such as ICT and/or additional adult help.

How will I know how my child is doing?

Parents/Carers are informed of their child's progress, mainly through termly reports.

Regular updates for parents/carers through One Plan Profile review meetings – these meetings may be with a member of the SEND Department or with someone, who knows the student well, and at parent evenings, where parents/carers have an opportunity to discuss progress with each of the student's subject teachers.

If there are any concerns, staff will communicate with parents/carers more regularly.

How will St. Martin's School help me to support my child's learning?

Student voice is central to how the school plans its provision. Students, who are identified as having SEND have a One Plan Profile in place. This is shared with staff, and updated when new information becomes available.

The school monitors plans for students, who have been discussed with the SENDCo, but do not require additional support beyond the classroom. The monitor plans are shared with staff.

- SEND students are encouraged to come to the SEND Department at different points of the day;
- The subject teacher or SENDCo may also suggest additional ways of supporting a child's learning;

- Parents/carers voice is important to the school. If you have ideas on support that you would like to access in order to further support your child's learning, please contact the SENDCo, who will locate additional information and guidance for you.

Targeted interventions are planned depending on the individual Student SEND needs and parents/carers are informed of these before the child starts the assigned intervention

4. How do we consult with students about special educational needs and involve them in their education?

The student is central to planning for the review and evaluation of the support they have been given to support their progress. St Martin's is committed to hearing the voice of all our students, including those with special educational needs. We strive to learn to know them individually and respond to their choices and preferences, through a range of strategies:

- a. Development of their own One Plan Profile (OPP).
- b. Working with a familiar adult to record their views for review meetings, with visual prompts where appropriate.
- c. Age appropriate conversations about targets and progress.
- d. Participation in transition planning.
- e. Allocating keyworkers who act as mentors to the students.
- f. Completion of student perception surveys.
- g. Attendance at statutory meetings and annual reviews, where appropriate.
- h. Participation in student Forums.
- i. Individual observations.

5. How do we plan provision for students with special educational needs?

The school works closely with the student, their family and external agencies to identify what the specific barriers to learning are and what support is needed. We then put in place appropriate interventions.

Planning for the use of support relate to a clear set of expected outcomes, which include stretching and relevant academic and developmental targets. Progress towards these outcomes is tracked and reviewed regularly, at least termly.

The class/subject teacher is responsible for meeting the needs of individuals in his/her class through *quality first teaching*. Work is adapted and resources are made available for students with special educational needs.

Class teachers have access to targets and strategies for SEND students via their electronic marksheets and students' One Plan Profiles. This enables teachers to plan appropriate learning activities for students to make progress on these targets, which are devised in conjunction with the students, parent or carer and SEND Faculty.

One Plan Profiles include:

- Key baseline information for teachers e.g. Key Stage 2 Assessment Levels, Spelling and Reading ages, most recent progress data.
- SMART Targets (specific, measurable, achievable, relevant and time-bound) detailing small step targets.

- The strategies and approaches which will help achieve the targets – these are student-led.
- Details of intervention and who will deliver the intervention.
- Key worker as appropriate.
- Advice and targets from external agencies as appropriate, e.g. Speech and Language Therapist, Educational Psychologist.
- Examination/Assessment Access Arrangements.

Depending on the needs of the individual student, a range of support is planned, for example:

For students with cognition and learning needs:

- Intervention groups, where students' learning is supported in small groups sometimes outside of the classroom.
- Input from a specialist teacher.
- Structured Literacy and Numeracy programmes.
- Strategies to support attention and concentration.

For students with communication and interaction needs:

- Small group speech and language work.
- Intensive mentoring.
- Encouragement to attend extra-curricular activities and clubs, with support if needed.

For students with social, mental and emotional health needs:

- Mentoring support, counselling and emotional first aid.
- Social skills groups and programmes.
- Pre-Vocational Curriculum Pathway, which develops team and leadership skills.
- Positive behaviour support programme, including individualised rewards and sanctions monitored through daily reports to designated staff.

For students with sensory and/or physical needs:

- Gross and fine motor skills programmes.
- Support for self-help and independence skills.
- Input from a specialist teacher.
- Specialist equipment.
- Specialist extra-curricular provision in Physical Education.
- Support from named Additional Adults for personal care.
- Physiotherapy exercises/sessions where appropriate.

For students with medical needs:

- Please see our separate policy on '**Supporting Students with Medical Needs**' for further detail about how students with medical needs are supported at the academy.

6. How do we assess and review SEND students' progress?

- a. SEND students' progress is reviewed on a termly basis by the SENDCo to analyse patterns of progress and to ensure that students are placed at the correct stage of the SEND list and to decide whether/additional support is necessary, needs to be maintained, increased, decreased or ceased.
- b. For students with an Education, Health and Care Plan (EHCP), an annual review takes place with the student and family, SENDCo, relevant staff and external agencies. The student's views are recorded for the meeting and they may attend all or part of the meeting as appropriate.
- c. Before beginning any new intervention, the student's baseline attainment is recorded so that progress can be monitored.

7. How do we evaluate the effectiveness of the provision for students with special educational needs?

The school has a process for evaluating the progress of their students with special educational needs, which may include some of the following features:

- Baseline and summative assessment of students being supported through intervention programmes.
- Academic assessment data, cross-referencing individual student achievement and progress data against progress made by other students within year group/level and cross-referencing achievement and progress of special educational needs students in the academy with national outcomes.
- Monitoring progress in terms of improvements in behaviour, confidence or self-esteem by usage of reports and pastoral support programmes and monitoring of other behaviour and safety data.
- Use of p-scales for Personal and Social Development.
- Regular feedback from staff delivering interventions to class teachers.
- Regular record keeping to track progress against SMART targets.
- Student progress meetings, with family, SENDCo, support staff, class teacher and external agencies, where relevant.
- Student's and family's views.
- Reports, assessments and feedback from external agencies
- Updating One Plan Profiles to reflect changes in needs and strategies to support students.
- SENDCo observations.
- Student surveys, showing students' perceptions about the support they have received and the impact of it.

8. What expertise do staff have in supporting students with Special Educational Needs?

It is the ethos of St Martin's that all staff share responsibility for supporting students with special educational needs. Staff are recruited for their commitment, experience, knowledge and aptitude.

St Martin's invests regularly in resources and training courses to which enables staff to take part in continuing professional development. All staff are trained regularly on safeguarding and the academy has designated Child Protection Officers who regularly update their training.

9. How do we secure specialist expertise?

Depending on the needs of the student, the school may decide to seek specialist expertise from an external agency. Families will be closely consulted in any decision taken by the SENDCo to seek involvement of a professional partner from outside the school.

St Martin's works closely with other professional partners, including:

- Statutory Assessment Service
- School Nurse
- Community Paediatricians
- Speech and Language Therapist
- Dyslexia specialist
- Provide
- Physiotherapist
- Occupational Therapist
- Educational Psychologists
- Social Care
- Behavioural Support
- Emotional Wellbeing and Mental Health Service (EWHMS)
- Specialist Teachers.

Professional partners are involved in working with students, training staff, designing and monitoring specialist programmes and reporting to families.

The Trustees play an active role in strategic planning and has responsibility for monitoring SEND provision, ensuring it meets the needs of students and families. The SEND Link Trustee evaluates practice and feeds back to the Board of Trustees.

10. How do we secure facilities and equipment to support students with special educational needs?

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent on need. We work with external professionals such as Occupational Therapists, Physiotherapists, specialist teachers and specialist nurses. Some resources are provided by these agencies and, in addition, the school secures facilities and equipment through a range of means, including loans, grants and charities. Please refer to the school's [Accessibility Plan 2022/25](#) for more details.

The kinds of support offered could include:

- disabled toilets
- ground floor classrooms
- stair lifts and ramps
- modified furniture
- mobility training
- access to specialist teacher input
- access to ICT
- specialist Physical Education equipment.

11. How do we work in partnership with families?

The school strives to ensure all families feel supported, involved and valued in their child's education and well-being at the school. This includes families of students with special educational needs. On application for a place, on joining the academy and throughout their child's time at the academy, families are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities include:

- Regular One Planning meetings as necessary or as requested by student and parent or carer.
- Attendance at termly One Plan Profile review days.
- Termly contact to jointly set goals with students and parents or carers, discuss the activities and support that will help achieve these goals and review progress with appropriate members of staff.
- Presence of SEND Faculty Team at Parents Evenings and Transition Evenings.
- Meetings to agree transition arrangements and support.
- Parent consultation evenings.
- Parent Voice meetings and forums.
- Contact opportunities during or after school with an appointment.

The school records the outcomes of formal meetings so that everyone is clear about what has been agreed.

The school attends termly meetings with Essex School Partnership to discuss students, who it has concerns about.

12. What support will there be for my child's overall wellbeing?

St. Martin's School has a SEAL Coordinator, who works closely with the SENDCo, and leads on a range of interventions to address individual needs via 1:1 sessions or group work.

The school has strong attendance, behaviour, and anti-bullying policies. St. Martin's School is proactive in seeking appropriate support for students, who are vulnerable or who have difficulty managing their emotions in school.

The school has a strong pastoral system with several members of staff, whose core role is to monitor and support student wellbeing.

13. How will my child be included in activities outside of the classroom, including school trips?

At St. Martin's School, students with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis, such as student messengers or helping out when the school has external visitors. They are also given the opportunity to become a member of the School Council, House and Games Captains and front of house.

SEND students are invited to all lunch time and after school clubs. School trips are accompanied by a high ratio of adults to children and detailed assessments are undertaken. The school's SEND students are also given the opportunity to participate in many drama/music performances, which help to build their self-confidence and team-working skills.

How accessible is the school environment?

Please refer to the school's [Accessibility Plan](#), which is available on the school's website.

14. How will the school prepare and support my child when joining St. Martin's School or transferring to a new school or Post-16 provision?

We support our students with special educational needs at all stages of transition: between schools, key stages and classes, and in preparation for adult life.

For students transferring to St Martin's school:

- Transition days and extra transition days.
- Taster sessions in Year 5 and Year 6.
- Additional visits to the academy.
- Liaison between SENDCO, teachers and form tutors in primary and secondary school.
- Transition support group.
- Attendance at Annual Review meetings and One Plan meetings in Year 6 and in Year 5, if appropriate.

For students transferring between year groups or phases between campuses:

- Enhanced transition arrangements specific to individual needs of identified students
- Additional visits to a new class base or time to work with unfamiliar teachers and support staff.

For students transferring to further education or work:

- Support to consider all options for continuing education, careers and occupational training.
- A personalised career interview.
- A written Transition Plan outlining the student's aspirations for the future and steps to achieve them.
- Supported visits to college or work placements as part of the transition process.
- Member of the SEND Department may visit primary schools and attend annual review meetings, where applicable, for incoming Year 7 Students.

Who can I contact for further information?

SENDCo – <mailto:SENDCO@st-martins.essex.sch.uk>

You can also contact your child's Head of Year