





## English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

## Our Local Offer for Children with Special Educational Needs or Disabilities (SEND) September 2022

At English Martyrs CVA, staff and governors believe that every child has the right to the best education that we can possibly provide. We recognise that individuals are unique in their interests, abilities, motivation and learning needs and this diversity is acknowledged and valued. Teaching and life at English Martyrs is underpinned by faith and living out Christian values, including the belief that all children and adults deserve to be treated fairly and equally. To this end, our school is seen as an inclusive and caring school, where teaching and learning, behaviour, standards and leadership and management have been graded as 'Good' by Ofsted in our most recent Ofsted report (June 2016) Ofsted stated: "Pupils conduct themselves extremely well in class and around the school. Their attitudes towards learning and towards one another are exemplary. This is testament to the school's strong ethos of care, support and tolerance "

We believe all children should receive the opportunity to develop their unique personal, academic, physical and spiritual potential in all areas of school life. This document is intended to give information regarding the ways in which we ensure we support all pupils, including those with a special educational need or disability (SEND), realise that potential. It may not list every skill, resource and technique that we employ, as these are continuously developed to ensure that they meet the requirements of individual pupils. We offer a broad, balanced and enriched curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, along with good behaviour and successful progression to the next stages of learning. We achieve this through 'Quality First Teaching' using lively, interactive teaching styles and making maximum use of visual and kinaesthetic as well as auditory/verbal learning. We believe this approach is the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. Teachers are continually aware of children's learning and behaviours. Through regular assessment and monitoring pupil progress, we ensure that pupils' progress is at least good if not outstanding. When pupil progress is below that expected in spite of 'Quality First Teaching', the SEND Code of Practice 2014 recommends: 'if a child is observed making less than expected progress given their age and individual circumstances further action will be taken.'

Children may also be identified as having a disability, such as epilepsy or Cerebral Palsy. Pupils identified as having special educational needs may or may not have a disability, and disabled pupils may or may not be identified as having a special educational need. Meeting the needs of pupils with special educational needs or a disability is the responsibility of all teachers and teaching staff, and pupils' needs are usually met through a graduated, bespoke personalised learning approach and differentiated curriculum. The SENCO will support staff to meet these needs. All lessons are planned carefully to enable all children to achieve. This takes place through individual tuition, small group tuition, classroom support and structured material resources. Many of the everyday practices and procedures that we have in place in our school such as signage and visual timetables, create a positive impact for many children.

Support and interventions to target an individual's area of difficulty will be put in place as appropriate by the class teacher. If the interventions and resources that are put in place do not enable improvement and pupils are displaying a greater difficulty in learning than the majority of children at their age, pupils are identified as having Special Educational Needs. At this point children will have pupil passports written which help support their learning and development. These set targets are closely monitored by the class teacher, the SENDCO, the pupil and parent. Some children, those with very high needs and working well below the level that would be classed age appropriate, may require further additional support. The SENDCO will work in conjunction with the class teacher to develop an individual provision map for the pupil and to gather evidence and provide details of the views of the child, their attainment over time, any advice given by an external agency, health needs, social care needs, agreed outcomes, and provision. The child can then be assessed for an Education, Health and Care Plan (EHC Plan) if appropriate.

At all stages, concerns about a child's progress and next steps will be communicated with parents either by the class teacher or the SENDCO. Parents may also approach the school with a concern about their child and this will be investigated. Frequently, the concern can be addressed by Quality First Teaching and/or parental support. Otherwise, a graduated response is implemented by the school. This may result in the child being placed on the SEND register and a pupil passport being written, or an Education, Health and Care Plan (EHC Plan) being sought.

If parents have any concerns or wish to discuss their child's needs further, please make an appointment with the class teacher initially, or the SENDCO will be happy to meet you by appointment made at the office.

Our school SENDCO is Mrs Catherine Scott. cscott@englishmartyrs.rutland.sch.uk

Our SEND governor is Mrs Laura Jones. Laura.jones@englishmartyrs.rutland.sch.uk

Our Designated Safeguarding Leads in school are Mrs Alison Chambers, Ms Sian Humphreys, Mrs Catherine Scott and Mr Michael Passey is our Safeguarding Governor.

If you would like further information please refer to the Special Educational Needs and Disability Policy on the school website, or contact us directly.

Further information on local help and support can be obtained from Rutland County Council's website:

http://fis.rutland.gov.uk/kb5/rutland/fsd/localoffer.page?familieschannel=5

|                                 |                                 | The school SENDCO assesses pupils and address their needs with support from a   |
|---------------------------------|---------------------------------|---|
| Communication                   | Autistic Spectrum               | Ispeech and language specialist whilst also   |
| and interaction<br>needs        | Disorders                       | supporting staff and providing the necessary training for support staff.  |
|                                 |                                 | The school organises multi-agency communications to support and ensure that   |
|                                 | Speech Language                 | the individual needs of the pupil are met.  |
|                                 | and Communication<br>Needs      | <ul> <li>We put in place routines to support individual needs and to accustom pupils to<br/>the daily routines of school life e.g. by creating a visual timetable.</li> </ul>   |
|                                 |                                 | Early on, we establish the level of a child's form of communication and put in  |
|                                 |                                 | place systems to accommodate this.  |
|                                 |                                 | <ul> <li>Where necessary a referral would be made for Speech and Language therapy<br/>and any recommendations made would be fully implemented.</li> <li>Use of child friendly pupil passports- pupils, parents and staff are all involved in the</li> </ul> |
|                                 | · · · · · ·                     | If formulation, review and implementation of these documents.   |
| Cognition and<br>Learning Needs | Moderate Learning<br>Needs      | Whole school policies are evaluated annually to ensure inclusion and progress<br>for pupils with SEND.  |
|                                 | Severe Learning<br>Difficulties | <ul> <li>Behaviour polices are evaluated regularly with a focus on the impact upon<br/>pupils with SEND.</li> </ul>   |
|                                 |                                 | Staff and governors undertake continued professional development (CPD) in   |
|                                 |                                 | relation to SEND and are able to offer support and guidance to ensure school improvement.   |
|                                 |                                 | <ul> <li>The SENDCO has national accreditation in this role and provides<br/>advice and guidance to staff.</li> </ul>   |
|                                 |                                 | Image: Support and advice is sought and implemented from the LA and any external  |
|                                 |                                 | agencies to ensure any barriers to successes are fully identified and responded to.   |
|                                 |                                 | <ul> <li>All support staff are effectively deployed to ensure pupil progress,</li> </ul>  |
|                                 |                                 | independence and value for money.   |
|                                 |                                 | Access to teaching and learning for SEND pupils is monitored through the  |
|                                 |                                 | school's self-evaluation process.   |
|                                 |                                 | <ul> <li>All school-related activities are evaluated in terms of their positive impact upon<br/>the learning, success and inclusion of pupils with SEND.</li> </ul>   |
|                                 |                                 | <ul> <li>Communication with parents/carers is of paramount importance- parents are<br/>invited to IEP reviews three times a year in addition to parent consultations and<br/>annual reports. (EHCP)</li> </ul>  |
|                                 |                                 | <ul> <li>The school encourages parents/carers to work in partnership with them to support their children.</li> </ul>  |
|                                 |                                 | <ul> <li>The engagement of parents/carers in formulating plans to support their children<br/>is central to the work of the school.</li> </ul>   |
|                                 |                                 | Image: The school has an effective assessment process which identifies barriers to  |
|                                 |                                 | learning and provides appropriate action to reduce any negative impact upon pupil progress.   |
|                                 |                                 | Small group targeted intervention programmes are delivered to pupils to<br>improve skills in a variety of areas.  |
|                                 |                                 | ICT is used to reduce barriers to learning where possible.  |
| Behavioural,<br>social          | Social Emotional<br>needs       | Our school has a very calm and caring atmosphere that is supportive of all needs.   |
| emotional and                   | neeus                           | <ul> <li>We have a very effective behaviour and discipline policy based on Gospel Values.</li> </ul>  |
| needs                           | needs                           | <ul> <li>All positive behaviours are praised and celebrated.</li> </ul>   |
| liceus                          |                                 | It is the school ethos values all pupils and their diverse abilities are equally  |
|                                 |                                 | celebrated.   |
|                                 |                                 | 2 We believe in compassion and forgiveness; therefore, a new and positive start is  |
|                                 |                                 | always encouraged after a slip in behavioural expectations.   |
|                                 |                                 | <ul> <li>The giving of responsibility and trust grows responsible pupils.</li> <li>Our older children work closely with younger ones and demonstrate expected</li> </ul>  |
|                                 |                                 | behaviours that are then emulated.  |
|                                 |                                 | <ul> <li>We offer an open-door policy so that children know they can speak with the</li> </ul>  |
|                                 |                                 | Head Teacher and other members of staff both teaching and non-teaching when they need to.   |

| Sensory and       Hearing Impairment         Physical Needs       ID support is always on hand if the need arises e.g. bereavement consensing, a.l. listening a dispute a school or at home - the headteacher's door is always open to troubled children.         ID The School is Implementing the Learning Muscles programme to promote resilience, responsibility, resourcelluness, reasoning and reflection all of which help to instit confidence and independence in all pupils as well as mindfulness in KS2.         ID Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.       ID Simplementation programmes are delivered to pupils to improve social skills and emotional resilence.         ID Behaviour management systems in schools are based upon encouraging pupils to make positive discisons about their behaviour choices.       ID The school provides effective pastoral care for all of its pupils.         ID Pupil vices are level of involvement.       ID Social, Moral, Spiritual and Cultural (SMSC) development is evident in teaching and learning within school through on vice that peer friendships are maintained and that no pupil feels isolated.         Sensory and       Hearing Impairment         Physical and Medical       ID An accessibility plan is in place that takes account of the physical need of children and adults.         Visual impairment       Physical and Medical         Physical and Medical       ID An accessibility plan is in place that takes account of the physical need of children and adults.         Visual impairment       Physical and medical meeds.  |                             |                      |  |
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| Sensory and<br>Physical Needs       Hearing impairment         Sensory and<br>Physical Needs       Hearing impairment         Sensory and<br>Physical Needs       Yisual Impairment         Sensory and<br>Physical Needs       Hearing impairment         Sensory and<br>Physical Needs       Yisual Impairment         Physical and Medical<br>Needs       Yisual Impairment         Yisual Impairment       Yisual Impairment         Physical and Medical<br>Needs       Yisual Impairment         Yisual Impairment       Yisual Impairment         Physical and Medical<br>Needs       Yisual Impairment         Yisual Impairment       Yisual Impairment         Physical and Medical<br>Needs       Yisual Impairment         Yisual Impairment       Yisual Impairment         Physical and Medical<br>Needs       Yis Aff Tecree manual training i  |                             |                      |  |
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| Sensory and       Hearing impairment         Physical Needs       Usual impairment         Physical Needs       Usual impairment         Physical and Medical       Needs         Physical and Medical       Physical and medical needs.         Physical and Medical       Physical and medical needs.         Physical and Medical       Physical in a caccessibility resist on a caccessis resist on resist resist on caccessibility resist on a caccessibi   |                             |                      | It is implementing the Learning Muscles programme to promote                       |
| Sensory and<br>Physical Needs         Hearing Impairment         Impairment           Sensory and<br>Physical Needs         Hearing Impairment         Impairment         Impairment           Sensory and<br>Physical Needs         Hearing Impairment         Impairment systems         Impairment systems           Sensory and<br>Physical Needs         Hearing Impairment         Impairment systems         Impairment systems           Sensory and<br>Physical Needs         Hearing Impairment         Impairment systems         Impairment systems           Sensory and<br>Physical Needs         Impairment systems         Impairment systems         Impairment systems           Sensory and<br>Physical Needs         Impairment systems         Impairment social, Moral, Systems tort, their best to ensure that peer friendships are maintained and that no pupil feels isolated.         Impairment social, Moral, Systems tort, their best to ensure that peer friendships are maintained and that no pupil feels isolated.           Physical Needs         Impairment social, moral, Systems tort, their best to ensure that peer friendships are maintained and that no pupil feels isolated.           Physical Needs         Impairment social Advis, Systems tort, their best to ensure that peer friendships are maintained and that no pupil feels isolated.           Physical Needs         Impairment social s  |                             |                      |  |
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| Sensory and<br>Physical Needs         Hearing Impairment         If the school provides effective pastoral care for all of its pupils.           If the school provides effective pastoral care for all of its pupils.         If the school provides effective pastoral care for all of its pupils.           If the school provides effective pastoral care for all of its pupils.         If the school provides effective pastoral care for all of its pupils.           If the school provides effective pastoral care for all of its pupils.         If the school practices and procedures and<br>encourage a greater level of involvement.           If social, Moral, Spiritual and Cultural (SMSC) development is evident in teaching<br>and learning within school through our Statements to Live By.           If the school uses systems to try their best to ensure that peer friendships are<br>maintained and that no pupil feels isolated.           If Outdoor learning offers a different approach to the curriculum, which supports<br>children with social, emotional and behavioural needs.           If A accessibility plan is in place that takes account of the physical need of<br>children and adults.           If a date care difficult plan is in place that takes account of the physical need of<br>children and adults.           If a date schedre and maintaine and medical procedures to support<br>pupils with schedi tree and in pactatiric first aid.           If the majority of staff are trained in pactatiric first aid.           If the appropriately to increase a pupil's success and<br>independence.           If Adults are deployed apapropriately to increase a pupil's succes and<br>independence.  |                             |                      |  |
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| Sensory and       Hearing Impairment       E The school provides effective pastoral care for all of its pupils.         Sensory and       Hearing Impairment       E Social, Moral, Spiritual and Cultural (SMSC) development is evident in teaching and learning within school through our Statements to Live By.         B The school uses systems to try their best to ensure that peer friendships are maintained and that no pupil feels isolated.       E Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.         Sensory and       Hearing Impairment       E An accessibility plan is in place that takes account of the physical need of children and adults.         Visual Impairment       E Advice and guidance are sought and implemented from outside agencies to ensure barriers to success are reduced or removed for those pupils with physical and Medical heeds.         Needs       E All staff receive annual training in use of Epi-pens.         E Selected staff receive annual training in use of traid.       Transfers plans when required are in place for movement between equipment during the day.         B ICT is used to increase access to the curriculum where appropriate.       E Adults are deployed appropriately to increase apupil's success and independence.         B Staff understand and implement the medicine administration policy.       E The school works hard to ensure that preart/carers are able to work in partnership with them to support their children.         A duits are deployed appropriately to increase apupil's success and independence.       E Staff understand  |                             |                      |  |
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| Sensory and       Hearing Impairment       Image: An accessibility plan is in place that takes account of the physical need of children and adults.         Visual Impairment       Image: Advice and guidance are sought and implemented from outside agencies to ensure barriers to success are reduced or removed for those pupils with physical and Medical         Needs       Image: Advice and guidance are sought and implemented from outside agencies to ensure barriers to success are reduced or removed for those pupils with physical and Medical needs.         Needs       Image: Advice annual training in use of Epi-pens.         Image: Advice and guidance are sought and implemented from outside agencies to support pupils with specific physical needs.         Image: Advice and guidance are sought and implement the medical procedures to support pupils with specific physical needs.         Image: Advice and guidance are sought and implement the medicine administration policy.         Image: Advice and guidance are appropriate.         Image: Advice and guidance and guidance to staff regarding the needs of pupils.         Image: Advice and guidance and guidance to staff regarding the needs of pupils.         Pupils with English as an Additional Loand different from? that received by other pupils.         Pupils with English as an Additional Loand different from? that received by other pupils.         Pupils with English as an Additional Loand Advice and Services. School onther members of Loaked After children.         Pupils with English as an Additional Loand As for 1. Please refer to section Loaked After Children p   |                             |                      | maintained and that no pupil feels isolated.                                       |
| Physical Needs       Visual Impairment       Children and adults.         Physical and Medical       Physical and Medical       Physical and Medical         Needs       Physical and Medical       Physical and Medical         Needs       Pall staff receive annual training in use of Epi-pens.         Piselected staff receive training in specialist medical procedures to support pupils with specific physical needs.         In the majority of staff are trained in paediatric first aid.         Transfers plans when required are in place for movement between equipment during the day.         In the majority of staff are trained in paediatric first aid.         Transfers plans when required are in place for movement between equipment during the day.         Independence.         Path understand and implement the medicine administration policy.         In the School offer to pupils who require support the SCN completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.         Pupils with English as an Additional       As for 1, the head teacher, SENDCo and ther members of astaff have experience in this area.         Pupils with English as an Additional       As for 1.         Needs After children       As for 1.         Pupils from Military families       As for 1.         Norority Ethnic and faith groups       As for 1.         Pupils from Military families   |                             |                      | children with social, emotional and behavioural needs.                             |
| Visual Impairment       ID       Advice and guidance are sought and implemented from outside agencies to ensure barriers to success are reduced or removed for those pupils with physical and Medical Needs         Visual Advice and Medical Needs       ID       All staff receive annual training in use of Epi-pens.         ID       Selected staff receive annual training in specialist medical procedures to support pupils with specific physical needs.         ID       The majority of staff are trained in paediatric first aid.         Transfers plans when required are in place for movement between equipment during the day.       ID         ID       ICT is used to increase access to the curriculum where appropriate.         ID       Adults are deployed appropriately to increase a pupil's success and independence.         ID       Staff understand and implement the medicine administration policy.         ID       The School works hard to ensure that parent/carers are able to work in partnership with them to support their children.         ID       School offer to pupils who require support that is "additional to and different from" that received by other pupils.         ID       The school has an accessible toilet.         ID       Staff 1. Please refer to section Looked after Children policy.         ID       As for 1         Looked After children       As for 1. Please refer to section Looked after Children policy.         Pupils from Military families       As for 1. Please refer   |                             | Hearing Impairment   |  |
| Physical and Medical       ensure barriers to success are reduced or removed for those pupils with physical and medical needs.         Needs       All staff receive annual training in use of Epi-pens.         Selected staff receive training in specialist medical procedures to support pupils with specific physical needs.       The majority of staff are trained in paediatric first aid.         Transfers plans when required are in place for movement between equipment during the day.       To is used to increase access to the curriculum where appropriate.         Adults are deployed appropriately to increase a pupil's success and independence.       Staff understand and implement the medicine administration policy.         The SchOOL owerks hard to ensure that parent/carers are able to work in partnership with them to support their children.       All entrances to the school enable wheel chair access.         Pupils with English as an Additional language (EAL)       As for 1. the acter, SENDCo and other members of language (EAL)         Pupils from Military families       As for 1. Please refer to section Looked after Children policy.         Minority Etnnic and faith groups       As for 1. plus involvement of Education psychologist and Inclusion Team based at LA.         Pupils from alternative gender groups       As for 1. plus support for LA. Currently not applicable.  | Physical Needs              |                      |  |
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