



## English Martyrs Catholic Voluntary Academy

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

### Special Educational Needs Information Report September 2024

<b>SENDCO:</b>	Mrs. Catherine Scott
<b>SEN Governor:</b>	Mrs. Laura Jones
<b>Head Teacher:</b>	Mrs. Gosia Brown
<b>School Address:</b>	Willow Crescent, Oakham, Rutland, LE15 6EH
<b>Phone:</b>	01572 722400
<b>School email:</b>	<a href="mailto:office@englishmartyrs.rutland.sch.uk">office@englishmartyrs.rutland.sch.uk</a>
<b>SENDCO email:</b>	<a href="mailto:cscott@englishmartyrs.rutland.sch.uk">cscott@englishmartyrs.rutland.sch.uk</a>
<b>Website Address:</b>	<a href="#">Home - English Martyrs Catholic Voluntary Academy - Oakham</a>
<b>Age range:</b>	4-11
<b>School Specialism:</b>	Primary - Mainstream
<b>Date of last inspection:</b>	October 2021
<b>Outcome of last inspection:</b>	Good
<b>School DfE Number:</b>	857 3429

Welcome to our SEND information report, which is part of the Rutland Local offer for learners with Special Educational Needs and Disabilities (SEND). The Local Offer lists services available to support disabled children and children with SEN and their families in their local area.

The local offer for Rutland can be found at:

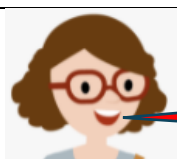
[SEND Local Offer | Rutland County Council](#)

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN updated annually.

The required information is set out in the SEN regulations (Special Educational Needs & Disability Code of practice 0-25, 2015).

Our school provision takes regard to legislation and regulations in: The Children and Families Act 2014, The Special Educational Needs and Disability Code of Practice: 0-25 years, The Equality act 2010 and United Nations Convention on the Rights of the Child and Keeping Children safe in Education 2021.

At English Martyrs Catholic Voluntary Academy, our Catholic ethos and values celebrate each child as an individual with different strengths and needs. **We have the highest aspirations and expectations for all children, including those with special educational needs.** We strive to support all children to achieve their life goals through a broad balanced curriculum and lifelong learning journey. Quality first teaching is the first step on the journey but for some children, further help and targeted support may be needed.



### 1. What are Special Educational needs or disability?

We use the definition for SEN and disability from the SEND Code of Practice (2015) “A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.” A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special Educational Provision means educational provision that is additional to, or different from that made generally for others of the same age in a mainstream school in England.

Disability: “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. This includes sensory impairment such as those affecting sight or hearing and also long-term health conditions such as epilepsy, asthma and diabetes. “



### 2. What kinds of special educational needs do we make provision for?

**At English Martyrs CVA, we are committed to inclusive practice that meets the needs of all children. With the efficient use of resources, we aim to provide the highest quality of education for all pupils. All the teachers in English Martyrs CVA are teachers of children with Special Educational Needs.** Where a pupil is identified as having SEND, we work to remove barriers to learning and put effective special educational provision in place. Listed below are the four broad areas of need, as listed in the SEND Code of Practice, that our school makes provision for:

**1. Communication and interaction** – a child will receive support for this area of need if they have speech, language and communication difficulties which make it difficult for them

to make sense of language or to understand how to communicate effectively and appropriately with others.

**2. Cognition and learning** - a child will receive support if they learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

**3. Social, emotional and mental health difficulties** – a child will receive support if they have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing.

**4. Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.



### 3. What policies and procedures are in place for identifying those pupils with SEND?

Early identification of children with SEN is vital. Teachers meet with parents to discuss concerns regarding a child’s progress at the earliest opportunity, raised either by the class teacher or the parents themselves. Identifying a child’s educational needs and adapting teaching to meet those needs, is a process that is in place for all children in our school. The school has a rigorous and regular system, through termly data input, pupil progress meetings and class teacher monitoring to identify where a child is not making expected progress or working below national expectations.

Where a child’s needs are persistent, the class teacher will complete an initial concern record and arrange to meet with the SENDCO. At this meeting, the need for additional assessments and intervention will be discussed. This will then be discussed with parents.

Class teachers will provide quality first teaching and appropriate adaptations and adjustments aimed at closing the gap or raising attainment and where necessary, with relevant and timely interventions. This will be delivered by staff with appropriate skills and knowledge. The class teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a child may be receiving support from a teaching assistant.

This SEN support will take the form of a four-part cycle (ASSESS – PLAN - DO - REVIEW) through which earlier decisions and actions are revisited, refined and revised with a

growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the Graduated Approach.

A decision will then be made about whether different and additional provision is required to meet the child's needs. Appropriate staff along with the SENDCO will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEND record at SEND Support. Working together, the SENDCO, class teacher, parents and child will gain a shared understanding of the child's areas of strength and emerging barriers to learning and discuss what support is available. A one-page profile (Pupil Passport) and individual learning targets will be written to give all parties a shared understanding of the child's strengths, needs and targets. These will be reviewed termly.

The SENDCO has a number of SEND specific assessment tools to assess areas and level of need. These are used alongside whole school assessments. Occasionally it will be necessary to liaise with external agencies for assessment, diagnosis or support, such as Speech and Language Therapists, Educational Psychologists, Specialist teachers and partners from the Health Service. We will always consult with parents before doing this.

#### **Policies relating to SEND – available on the School's website**

SEND Policy (including systems and structures for inclusion and support)

Special Educational Needs Information Report / Local Offer

Admissions Policy

Child Protection and Safeguarding Policy

Equality Policy

Behaviour Policy

Complaints Policy

The school has a nominated Governor who is responsible for SEN/ inclusion. Their responsibility is to:

- have specific oversight of the school's arrangements for SEN,
- to liaise with the SENDCO and discuss the SEND children.
- Support the school in evaluating and developing the quality and impact for pupils with SEN across the school and
- to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.
- To review the effective use of SEND resources with SLT and SENDCO



#### **4. How would we support a parent/carer with a concern or a young person who was worried about their learning?**

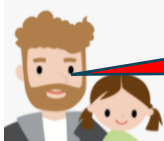
The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable full participation in those decisions.

At English Martyrs CVA we will always make parents feel welcome and actively listen to their concerns, wishes and aspirations for their child.

In the first instance all concerns should be raised with the pupil's class teacher.

If the class teacher identifies a pupil's Special Educational Needs, they complete an Initial Concerns Form and after consulting our SENDCO, gathers information and takes initial action to address those needs. This will be discussed with parents at the earliest opportunity to alert them to our concerns and to consider their views about their child's needs. Support and guidance would be given to parents about ways in which they can help their child's learning and development at home. Parents would be signposted to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.

After consultation the school may request specialist involvement for advice regarding early identification and effective support for any child. The school will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the child's teacher and their child, where appropriate cases.



#### **5. What are the arrangements for assessing and reviewing the progress of pupils with SEND, and progress towards their outcomes.**

Teachers routinely monitor progress of children through formative and summative assessments. We use end of unit and termly assessments for reading and maths. We also use online platforms to monitor reading practice and progress. This data is reviewed by teachers, subject leaders, and the SENDCO to ensure children are progressing. In addition to this, children who have a SEND need will have specific targets on their Pupil Passport which are reviewed every term. Parents will meet with teachers/SENDCO to discuss these targets termly.

Where children are having an intervention to address a particular need, these will have specific intended outcomes and entry and exit data is taken to assess progress of children in these interventions.

We also use more specialist assessment tools such as The Autism Education Trust progression framework to assess and track progress of children with autism. We also use the Boxall profile and Strength and Difficulty questionnaires for reviewing the progress of pupils with Social Emotional Mental Health (SEMH) needs.

### Children with EHCPs

Children with Education Health Care Plans (EHCP) will be working towards specific outcomes agreed with school, parents and the Local Authority and progress towards these will be continually assessed by teachers and the SENDCO. These outcomes may be broken down into smaller targets which are reviewed termly. The EHCP is a key document which should be referenced continually when planning next steps and provision. Children with an EHCP will also have their progress towards outcomes reviewed at an annual review. This is where all parties involved with the child meet to look at achievements over the year, check progress towards outcomes on the EHCP and check that the provision is meeting the needs of the child. At English Martyrs CVA, we take a person-centred approach to Annual Reviews which means we put young people and families at the centre and advocate that everyone has the right to exercise choice and control in directing their lives. The meeting is in a format that is pupil-friendly, where they are effectively included in the meeting and be listened to about what is working and not working for them in relation to school.



### **6. How will I know how English Martyrs CVA supports my child?**

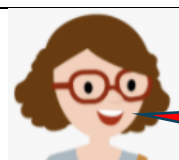
Each pupil's education provision will be planned by the class teacher and shared with parents and children. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or learning support assistant in class.

If a pupil's needs are significant and related to more specific areas of their education, such as spelling, handwriting, maths and English skills etc. then the pupil could be placed in a small, focused intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions are tracked and monitored and will be regularly reviewed and evaluated by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions and their impact).

If you have any queries related to the interventions please do not hesitate to contact the class teacher.

In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all of the children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

The named governor for SEND is Mrs Laura Jones.



### **7. How will the curriculum be matched to my child's needs?**

Teachers plan lessons that take account of the individual needs of children at the outset. Our curriculum is designed to be engaging and challenging for all and subject leaders will address how it meets the needs of all pupils in their curriculum intent statement for each subject. We will endeavour to address any gaps in learning or specific area of need without any unnecessary narrowing the curriculum for children with SEND.

Children with SEND may require a combination of resources and strategies to help them have equal access to the curriculum. This could include the use of ICT, additional adult support, specialist equipment or the planning of the curriculum to be delivered in a slightly different way, for example splitting lessons into smaller sessions with sensory breaks in between.

If a child has been identified as having a special need, they may be given a Pupil Passport with targets set according to their area of need. For some children these targets could have a social and emotional focus whereas others could focus on other areas of the curriculum.

The targets will be monitored by the class teacher regularly and by the SENDCO three times per year. Pupil Passports will be discussed with parents at Parents' Evenings or meetings. After jointly reviewing the progress the next set of targets will be discussed. The class teacher will produce a learning plan which will be sent to the parent.



### **8. How will I know how my child is doing and how will I be involved in planning for my child's education**

Teachers work in partnership with parents and children, ensuring that they are involved in setting and evaluating children's targets. We keep parents informed of their child's progress in a number of ways such as maintaining regular contact between parents and teacher through class dojo messaging; end of day discussions and telephone contact when needed; discussing your child's progress at parents' evenings.

Appointments can be made to speak in more detail to the class teacher or SENDCO by visiting the school office or by emailing the SENDCO directly.

Parents views are sought in the initial stages of identifying need through face-to-face conversations or phone-calls.

You will be asked to help complete the Pupil Passport for your child which tells all people working with your child what is important to and for your child.

When other professionals come in to work with your child you may be invited to meet with them discuss their observations and give your perspectives and wishes.



### **9.How will my child's views and wishes be reflected?**

Your child's voice will be included on your child's Pupil Passport and their thoughts and wishes will always be considered.

Children will help to complete their Pupil Passport so all staff are aware of their interests and these can be incorporated into their learning.

They will discuss with staff their preferred ways of learning and these will be incorporated into teacher's plans and their Pupil Passport.

Children's targets will take into account children's personal aspirations and hopes for the future.



### **10.How will you help me to support my child's learning?**

The class teacher will suggest ways you can support your child at home.

The SENDCO may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.

Depending on the support needed, the SENDCO or teacher will signpost you to agencies that can help support you at home.

We work with other agencies to put on workshops/ support groups for parents.

If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can also be used at home.





### 11. What support will there be for my child's overall well-being?

We understand that for children to thrive and develop, their emotional needs and well-being must be considered in all that we do. We have designed our curriculum to give children the tools they need to be resilient and reflective learners. Our Relationships, Health and Sex Education programme helps children understand and manage all aspects of their overall well-being. As well as the RSHE programme our D&T, PE and Science curriculum helps children understand how to keep healthy.

English Martyrs CVA also offers a wide variety of pastoral support for pupils. The school has trained staff who are available to work with children with social and emotional needs and we regularly work with the school nurse team and the Children and Family Wellbeing service to refer children who need more specialist support. In addition, we receive support from the NHS Mental Health Support Service to whom we can refer children facing specific difficulties.

Our OPAL (Outdoor Play and Learning) at lunchtimes mean that playtimes are a positive experience for everyone. Alternative play areas are available for those who find lunchtimes a challenge, including access to a nurture room which is overseen by class teachers and teaching assistants.

Staff members have had received training to deliver interventions on managing anxiety, making friendships and understanding emotions. We also use interventions such as Lego Therapy to support social skills and communication.

We use the Boxall profile to help assess and plan for specific emotional or social needs.

**If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents. These are discussed with all staff who are involved with the pupil.**

Where necessary, and in agreement with parents, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

All staff have had some first aid training.



### 12. What specialist services and expertise are available at or accessed by the school?

At times, we will need to consult with outside agencies to receive specialised expertise.

The agencies used by the school include:

School Support Partnership- including ADHD Solutions, CASY Counselling, play therapy, Autism Outreach.

Educational Psychology Service

The Nurture Nest

Speech and Language Therapists

Occupational Therapists

CAMHS (Child & Adolescent Mental Health Service)

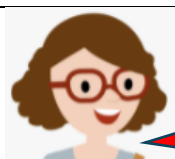
Hearing Support Team

Vision Support Team

Social Care – Early help

Healthy Together Team- School Nurse

Paediatrician



**13. What training are the staff supporting children and young people with SEND had or are having?**

All staff have received Tier 1 autism training – Making sense of autism

Different members of staff have received training related to SEND. These have included:

- Social communication and emotional awareness
- ELKLAN Speech Therapy
- Coping with anxiety
- Friendship programme
- How to support children with dyslexia
- Working memory
- TEAM teach behaviour management, de-escalation, emotional regulation and safe restraint techniques.
- Attachment and Nurture
- Supporting early literacy development.
- Training from a specialist on Selective Mutism
- Physical Literacy



**14. How will my child be included in activities outside the classroom including school trips?**

At English Martyrs CVA, we want all children to benefit from enrichment activities additional to those offered inside the classroom or school day.

We monitor the number of children with SEND attending clubs and actively encourage children to take part by providing extra staff or by funding some clubs if the child is entitled to Pupil Premium Funding. This includes Wrap Around Care.

Activities and school trips are available to all and reasonable adjustments will always be made so that all children can participate.

Risk assessments are carried out and procedures are put in place to enable all children to participate safely.

Parents are able to come on trips where this will help the child take part.



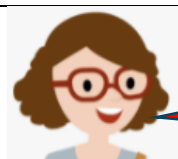
**15. How accessible is the school environment?**

As a school, we are happy to discuss individual access requirements.

Our school is an accessible, single-story building.

One toilet is adapted for disabled users. There is an accessible shower.

The school has an accessibility plan which is reviewed annually to ensure reasonable adjustments are anticipated and planned for. This plan is available on the school website.



**16. How will the school prepare and support my child when joining English Martyrs CVA or transferring to a new school?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These can include:

Discussions between the previous or receiving schools prior to the pupil joining/leaving.

Additional transition visits.

The SENDCO will meet with parents and staff from the child's previous setting prior to their child joining the school.

Secondary school staff visit pupils prior to them joining their new school.

Children transferring to secondary will have additional transition visits.

The Y6 teacher and SENDCO liaises with the SENDCOs from the secondary schools to pass on information regarding pupils with SEND.

Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCO, the secondary school SENDCO, the parents and where appropriate the pupil.

Where a child has an EHCP, transition will be discussed at their annual review in Year 5. Therefore, an early annual review will be held before the October of their final year at English Martyrs CVA before transition into KS3.



**17. How are the school's resources allocated and matched to children's special educational needs?**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

Resources may include additional equipment, extra -curricular activities or deployment of staff depending on individual circumstances.

If the school feels your child's need can't be met out of the school's SEND budget a request for extra funding may be made to the Local Authority.



**18. How is the decision made about how much support my child will receive?**

The support offered to children can take many forms, such as adjustments made to the environment, specialist equipment or technology provided, specialist intervention from outside agencies (such as the Nurture Nest), additional adult support and occasionally an alternative provision.

These decisions are made in consultation with parents, the SENDCO, class teacher, Senior Leadership Team and other professionals when needed.

Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. During their school life, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions may be arranged.



### **19.What if I am unhappy about something?**

We recognise that from time-to-time concerns may arise and it is our aim to work with all parties involved towards a satisfactory resolution. Concerns will be dealt with by school as quickly, sympathetically and effectively as possible. In the first instance, informal complaints could be addressed to your child's teacher, the SENDCO or a member of the Senior Leadership Team (SLT) at school.

Where parents don't feel that school can resolve an issue satisfactorily, they can seek help from a number of other parties, such as the Governing body, The St Thomas Aquinas Multi Academy Trust (MAT) which the school is part of, or you could speak to the SEND team at the local authority.

If you feel you need to make a formal complaint, the school publishes its formal Complaints Policy on the school website.