

## **St Martins 3 - 16 Learning Community**



**At St Martins School we aim to meet the needs of all our students with personal and professional approach. This document sets out our aims and is to provide information for parents and students.**

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## **Our commitment to young people with Special educational needs and disabilities (SEND)**

St Martins School is a 3 - 16 comprehensive through school with 508 tudents on roll.

We make every effort to identify students with SEND, monitor and support them, to make sure they make good progress.

The SEND 2014 Code of Practice shows that SEND students should be identified in the following areas.

- **Communication and interaction.**
- **Cognition and interaction.**
- **Social, mental and emotional health.**
- **Sensory and/or physical development.**
- **Other Health needs.**

We work closely with all students, parents/carers listen to their views, experiences, value their knowledge, understanding and skills so that our students can make good progress with their learning and take part in all the school community has to offer.

The number of students with SEND is currently approximately 20%. of the school

We constantly monitor all our students in school. We expect that most of our students with an identified SEND will improve their skills and make good enough progress over time for them to not need extra support.

We understand that some students will always need extra support to make sure they progress well.

## **Our Aims**

That all our staff understand who our SEND students are.

To make sure staff know how to 'make the difference', so that everyone in our learning community, no matter what their needs, are able to get a good quality education and are safe.

To provide equal opportunities for everyone.

To provide good access to the school and the education it provides for everyone.

To recognise that everyone has strengths and development needs.

To make sure that everyone is proud of our school and community and the differences within it.

## **FAQs**

**How do we talk to and get to know our parents/carers of children with Special Educational Needs?**

## **Working closely with student and parents/carers is an important part of our family and community ethos**

### **Here are the ways we do this:**

Meet with parents/carers of children: before they start school in our nursery, before they start school in year 7 and if they are joining the school at any other time.

At parents/ carer consultation evenings and on whole school review days.

As part of the review process for Education Health plans (formally statements).

By phone and email and through our website parent/carer can contact any member of staff or our SEND Governor (please ask the governors clerk).

At the classroom door before and after school.

Through our parent surgeries and any time parent / carers feel they need to come to school we can make an appointment.

Through short (termly) and long (annually) progress reports.

Through the 'Link '.

Home visits to meet with parent /carers and their families.

## **How we do find out what our students with Special Educational Needs think?**

**How students feel about their education and school is very important to us. Their views and opinions matter.**

When we talk and listen to our students.

When they join the school.

Every day with their class teachers and tutors.

When we review how well they are doing in class.

When we prepare for EHP reviews.

Through Mentors and key workers.

In Drama and other expressive arts.

By writing and speaking in English and literacy sessions.

## **How do we support our pupils at times of transition?**

**It is important that when students join our school or move across phases they feel safe and understand what will be different for them.**

**This support is given in the following ways:**

Year 6 Open Evening to see the school and meeting the teachers.

Guided tours or extra visits if needed.

Students carefully matched to tutors.

Keeping friends together and thinking about new friendship groups.

Buddies for new students.

Listening to parents/carers.

Helping with fresh starts.

Meeting with significant staff eg SENCo, Key workers.

Attending any EHP reviews before a student changes schools.

Talking with any other agencies who are working with students and their families.

Talking to student previous schools to find out as much as we can about them.

## **How do we adapt our curriculum and learning environment to include pupils with Special Educational Needs?**

Students are placed in the class which best suits their needs.

Teaching Assistants are used to support students in lessons and through intervention work outside of the main stream class room.

Our early years foundation, Key stages 1, 2, 3 and 4 curriculums are designed to be adaptable to ensure progress of all our students.

All teachers know their classes very well. If we are trying out new strategies to support SEND students, teachers adapt their

teaching.

Key words and good displays help to make classrooms accessible to all types of learners.

Differentiated worksheets and teaching materials are available and coloured overlays or changing font size might be useful for some of our SEND students.

In some situations and for some topics and skills some SEND students make better progress being taught in small groups.

Key worker and mentors help some students at the beginning of the day to plan the day ahead.

Some students may need more moving time between lessons or special arrangements made to going to the toilet.

We understand that some SEND students may need a different approach to sitting formal exams (SATS, GCSEs), we may apply to the exam board for arrangements to be made for students to have extra time, and reader or scribe.

## **How do we provide support and intervention for those with identified needs?**

Using “need led” and “student specific” strategies to design intervention programmes to support progress.

Ensuring teaching staff use consistent strategies in their work with SEND Students.

Sharing specific specialist advice with teaching staff students and parent/carers.

Making sure students know about changes to routines in plenty of time.

Identifying and providing students with personal development sessions.

Identifying and providing students with anger management sessions.

Providing time and room for other agencies to meet with students in school.

Small group writing, reading, numeracy sessions.

In class support.

ICT based interventions eg. Toe by Toe, Number Shark, Units of Sound.

Exam access arrangements.

Break and lunch time support social time.

## **How do we involve parents and carers in the assessment and review process?**

At parents/carers consultation evenings and on whole school review days.

As part of the review process for Education Health plans (formally statements).

By phone and email and through our website parent/carer can contact any member of staff or our SEND Governor.

At the classroom door before and after school.

Through our parent surgeries and any time parent / carers feel they need to come to school we can make an appointment.

Through short (termly) and long (annually) progress reports.

When agencies visit school to meet with student parents and teachers.

By giving information to parent support groups like Parent Partnership.



## **How do we involve our pupils with Special Educational Needs in the assessment and review process?**

When we review how well students are doing in class every lesson.

When we prepare for EHP reviews.

Through students talking to their mentors and key workers.

Talking to their teachers and tutors. Talking to external agencies who come to see them in school.

## **How do we assess and evaluate the effectiveness of our SEN provision and how we involve parents, carers and pupils in this process?**

We ask for feedback every time we meet with parents.

If we test students and they have made progress we know the interventions we are using are working.

If we test students and they are not making progress we can introduce or change the interventions they are having.

A reducing number of Students with SEND in school means that students are progressing and functioning more independently with their learning.

Shropshire Councils Education Team visit the school regularly to monitor how we are doing and plan ahead so that we keep getting better. We commission Woodland outreach team to help us with our self-evaluation and to keep our practise up to date.

All teachers are monitored to ensure quality first teaching is taking place.

We analyse test results and examination results so that we know how our SEND students have done.

We use “Raise” (national Government data) to compare this data to other schools locally and nationally.

### **How do we ensure access to our facilities for all of our pupils?**

At St Martins we hope to provide accessible buildings, environment and learning opportunities for all our students.

We have an accessibility plan which is regularly reviewed.

We are flexible and adaptable, our new school building enables us to support learning across the community.

### **What support is available for our pupils with Special Educational Needs?**

Please see the provision section of this offer document.

### **What training have our teachers and other staff had to enable them to support pupils with Special Educational Needs effectively?**

Staff have training in:

Autistic spectrum disorder (ASD)

Attention-deficit hyperactivity disorder (ADHD)

Specific learning difficulties

Visual Impairment

Hearing impairment

Attachment disorder

Working with children with selective mutism

Working with children who self harm

Bereavement issues

Anger management

Personal development

Promoting self esteem

Supporting looked after children

Safeguarding

## **How do we obtain the services, provision and equipment required by our pupils with Special Educational Needs?**

We can refer for support for our SEND children to the following agencies:

Educational psychology

Learning Support Advisory Team (LSAT)

Barnardo's

Divert

Targeted youth support

Sensory Inclusion Service

Inclusion support

Behaviour Support

Occupational therapy

Speech and language & Communication Service

Child and Adolescent Mental Health Services (CAMHS)

Lifelines

Shropshire youth

Wrexham TAC team

Social workers supporting children in need

Safe guarding team

School nurse team

Woodlands School

Spectrum

Tuition service

Educational welfare service

Family solution team

Looked after children's team

Childrens Centre (Sure Start)

## **How do we support the emotional and social development of our pupils with Special Educational Needs?**

Our tutorial team and classroom teachers are responsible for ensuring emotional and social development for all our students.

We understand that SEND students may need more support through their time in school and we can provide this through the following:

Key workers

Learning mentors

Access to quiet staff supported areas at breaks and before and after school

Other professionals from non school based agencies (listed above)

During personal, social, health education lessons

Small personal development groups

Anger management sessions

## **If you have any questions, concerns or complaints or comments about our provision for students with special educational needs**

Contact your child's class teacher or tutor. They will be able to address any general pastoral concerns or issues with progress or put you in contact with the appropriate member of staff to help.

If you wish to speak directly to our SEND team, our SENCo is Carol Jones supported by Sue Dix and Deputyhead responsible for additional needs is Steve Wilkinson. Chris Hughes is our SEND Governor.

Our Head Teacher holds a weekly drop in surgery for parent/carers. Please see our website for details or she can be contacted through her PA, Claire Ellis.



## Our Provision for pupils with SEND

### St Martins 3 - 16 Learning Community

**Students with special educational needs or disabilities are identified in the following areas:**

Students who need support with their **Communication and Interaction:** This area includes students who have

**Speech, Language and Communication Needs**

**Autistic Spectrum Disorder/Condition**

Students who need support with their **Cognition and Learning:** This area includes students who have

**General/Moderate Learning Difficulties**

**Specific Learning Difficulties eg Dyslexia, Dyscalculia**

Students who need support with their: **Social, Mental and Emotional Health:**

Students who need support with their **Sensory and/or Physical needs:** This area includes students who are or have

**Hearing Impaired**

**Visually Impaired**

**Physical Difficulties**

**Students** who need support for any other Health related issue

### **How do we identify needs, assess and review progress?**

#### **Identification:**

Through our base line testing in Early Years Foundation stage.

Information from primary schools.

Information from previous schools.

Concerns from students or their peers.

Concerns from parents/carers.

Monitoring of classroom teachers, tutors, learning mentors and all other staff.

Profiles created by assessment tools like CAT tests, spelling, reading ability tests using standardised scores.

Reports from other agencies and professionals such as, Severndale Outreach, Woodlands Outreach, educational psychology, CAMHs, social services, family solutions, school nurse, Shropshire Heath board, physiotherapy, occupational therapy, speech and language therapists. Sensory inclusion service, GPs, Autism West Midlands, LSAT.



**Assessment and review of progress:**

Progress monitored through whole school monitoring and reporting systems.

Education health plans reviewed and monitored termly.

Testing and assessment by other agencies (listed above).

Regular re testing with assessment tools (listed above).

Students views on their progress.

Feedback from parents.

Meetings with students and families.

Professionals meetings.

**How do we adapt teaching to ensure access to the curriculum?**

By good Quality First Teaching.

Staff knowing students strengths and needs.

Nutshell information sheets to promote a consistent approach.

Modelling good speech and language and listening skills.

“Chuncking” information into smaller pieces.

Using visual prompts like flashcards.

Teaching and using and displaying subject specific vocabulary.

Keywords in planners and in student books.

Carefully chosen text books.

All student using planners to record home work (with support if needed).

Encouraging all students to engage with and be included in all subjects if possible.

Support from TA’s in classrooms.

Ensuring that student are placed in teaching groups which best suit their needs.

Providing additional literacy and numeracy teaching.

Using small group teaching.

Using ICT where appropriate.

Using coloured overlays, different font types and sizes.

Allowing extra time for students to process difficult information or complete complex tasks.

Time out cards and modification to student timetables.

Access to our inclusion centres during lesson time and at break and lunch times.

Using the “St Martins Inclusion Pass” to let everyone know about students’ needs.

Time with learning mentors.

Seating plans to work with students strengths.

Seating plans to encourage easy hearing.

Teachers using voice transmitter if needed.

Clear sight lines between teachers, white boards and students

Safe and comfortable furniture.

Handrails. Ramps, and level access where needed.

Day to day medical needs support by good training and well-resourced buildings.