



## St Martins 3-16 Learning Community

# SEN Information Report

### Our SEN Profile as at 1<sup>st</sup> September 2021

EHCP/Welsh Statement	2%	K-SEN, including GSP	16%
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### Key Roles in School

SENDCo	Ms Sue Dix	<a href="mailto:sdi@stmartins3-16.org">sdi@stmartins3-16.org</a>
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### Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Definitions .....	3
4. Roles and responsibilities .....	3
5. SEN information report .....	5
6. Monitoring arrangements .....	14
7. Links with other policies and documents .....	15

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## 1. Aims

Our SEN Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The vision for our school states, **“Our children are individuals, respected for their differences and celebrated for their strengths.”**

Our vision for our children with SEND or any form of difference is that they feel part of an inclusive, tolerant and supportive environment that enables them to prosper and that to achieve the best possible educational, social, emotional and other outcomes that will prepare them effectively for adulthood.

This involves ensuring that the views, wishes and feelings of the young person and their family are taken into account in planning their support and provision, and that decisions are made with them, based on being fully informed and being supported to participate effectively in those decisions. We value the role of the family in working with us for the benefit of SEND children. The family’s role in providing consistency with school, sharing information and supporting techniques and strategies can make a real difference in the outcomes achieved by SEND children.

Our provision is, primarily delivered, in the classroom. We want all pupils to receive high quality education directly from teachers and we make variations to a child’s classroom provision only where it is appropriate and necessary for their particular needs and/or progress. We aim to develop independence by judicious use of technology, skilled interventions from teachers and/or learning support assistants (“LSA”) and by carefully scaffolded and differentiated access to an appropriately challenging curriculum.

We recognise that we are not perfect and that there is always room for improvement in our provision. Every child is different, and although everyone in school has good intentions, we recognise that we are all constantly learning. This means that we strive to ensure that there is time for our staff to become familiar with the needs of pupils, and that we constantly review training needs and we try to put the right courses in place, for the right staff, at the right time. Additionally, we aim to reinforce learning from training and to ensure that staff are supported in how theory learnt on courses can be effectively translated into supporting pupils in school.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinator’s (SENCOs) and the SEN information report

As a part of the 3-18 Academy Trust, this policy also complies with our funding agreement and articles of association.

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**‘Additional to’ or ‘different from’** may mean:

Support from an external agency, such as Mental Health Support; Speech & Language; Occupational Therapy; Early Help; Social Worker; Voluntary agency; Learning, behavioural or social/emotional specialist.

It could also mean targeted classroom support (LSA); Escalation up the behaviour pyramid (with specific support to help with engagement); modification to timetable or curriculum study; or reasonable adjustments, such as toilet pass, headphones, laptop, coloured overlay, reader pen etc.

### 4. Roles and responsibilities

#### 4.1 The SENDCo

The SENDCo :

- Works with the Assistant Head SEN, the Headteacher and the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Has day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advises on the graduated approach to providing SEN support
- Advises on the deployment of the school’s delegated budget and other resources (including LSAs) to meet pupils’ needs effectively
- Is the point of contact for external agencies, especially the local authority and its support services
- Liaises with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensures the school keeps the records of all pupils with SEN up to date

## 4.2 The SEN Governor

The SEN Governor:

- Helps to raise awareness of SEN issues at Governor's meetings
- Monitors the quality and effectiveness of SEN and disability provision within the school and ensure that the Governors are regularly updated
- Works with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

## 4.3 The Headteacher and Assistant Head SEND

The headteacher and our Assistant Head for SEND:

- Works with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability

Our Assistant Head for SEND:

- Champions the needs of SEND pupils within Senior Leadership meetings to ensure that all school policies and procedures adequately and effectively reflect the SEND Code of Practice and provide for the needs of SEND pupils.
- Raises awareness of SEND issues, patterns or trends at Senior Leadership meetings to enable change in our whole school provision, which may or may not include staffing or organizational changes, training
- Works with the Senior Leader for Teaching & Learning to ensure that teaching and learning is meeting the needs of SEND pupils with effective differentiation, intervention and, where applicable, deployment of LSAs.

## 4.4 Teachers

Each class/subject/form teacher is responsible for:

- The progress and development of every pupil in their class, including those with SEND
- Understanding the needs of all pupils, including those with SEND and ensuring familiarity with person centered plans, professional assessments and Education, Health & Care Plans and planning a curriculum and lessons that allows all pupils to make good progress.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how classroom teaching can build on and consolidate this for progress.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Following SEND policy and procedures and taking advantage of training opportunities to improve practice with SEND.

## 4.5 Learning Support Assistants and Support Staff

Each learning support assistant is responsible for:

- Delivering support to a named (or group of named) individuals in accordance with statutory provision as outlined in EHCP, Statement of SEN (Wales); or in accordance with professional advice (e.g. Educational Psychology Report, SALT, OT or Cognitive/Wave 2 Assessment).
- Providing classroom support to other pupils as required by the class/subject teacher, e.g. Pupil Premium, More Able – in order to allow time for the teacher to work directly with pupils with SEND.
- Assisting (where appropriate) in the progress of pupils through intervention – as directed by the class/subject teacher, SENDCo, or LS Specialist Teacher.

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently supports pupils with a range of difficulties and needs within the following categories:

<p style="text-align: center;"><b>COMMUNICATION AND INTERACTION</b></p> <p>Autistic Spectrum Conditions; Language Difficulties (understanding words and sentences, using appropriate vocabulary and being able to organise thoughts and ideas to create speech); Speech Difficulties (ability to process and combine sounds); Communication Difficulties (saying the right thing at the right time in the right way); Non-verbal Communication Difficulties (understanding gesture, body language, facial expressions and voice intonation)</p>
<p style="text-align: center;"><b>COGNITION AND LEARNING</b></p> <p>Dyslexia; Dyscalculia; Dyspraxia (Development Coordination Disorder); Phonological Awareness Difficulties (knowledge of and ability to blend, segment and process sounds); Working Memory Difficulties; Visual/Auditory/Phonological Processing Difficulties; Organisational and Planning Difficulties; this can include pupils with global developmental delays and moderate learning difficulties</p>
<p style="text-align: center;"><b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b></p> <p>Anxiety; Depression; Anorexia/Eating Disorders; Substance Misuse; ADHD; Attachment Disorders; Trauma; Self-regulation/Conduct/Conforming Difficulties; Concentration Difficulties; Unexplained Physical Difficulties; Anger Issues; Withdrawn behaviours; Social Isolation;</p>
<p style="text-align: center;"><b>SENSORY AND PHYSICAL NEEDS</b></p> <p>Visual or Hearing Impairment; Physical Disability or Complex Medical Condition; Congenital Disorders; Sensory Processing Difficulties (Proprioception, Vestibular, Auditory, Tactile, Oral); Other Medical Conditions and/or Life-long Conditions, such as Cerebral Palsy, Diabetes, Anaphylaxis/Allergies; Asthma</p>

### 5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. In nursery and reception, this is done as part of observing the pupils through play based learning against the EYFS development goals. In Year 7, this is done using Literacy Assessment Online to establish a baseline for spelling and reading comprehension and using the Pearson baseline in Maths to establish numeracy skills. Additionally, this year, we have included CAT4 testing for Year 7 and Year 8 to provide additional information on pupils who have missed schooling over the past two years due to the Covid-19 pandemic.

These assessments provide a starting point for all our pupils and help us identify those who are falling below a certain threshold, where access to the curriculum will be more difficult and where making progress is unlikely to proceed at the same rate as their peers and/or without a reasonable adjustment in place.

Every year, a targeted programme of intervention takes place for such pupils in Year 7 to enable them either to catch up, or to assess needs, establish reasonable adjustments or ongoing differentiation or support needs. This is done following the Graduated Approach of Assess, Plan Do Review.

For all pupils across all years from Reception to Year 11, teachers will make regular assessments of progress and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional development. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

As outlined above, when deciding whether special educational provision is required, the SENDCo will take into consideration the Assess Plan Do Review already conducted by teachers and establish if difficulties and needs are seen across different aspects of school life. A holistic assessment of need is conducted as part of a person centered planning approach and the views and the wishes of the pupil and their parents are included. Sometimes this can involve a referral to an external agency, such as BeeU or CAMHS, SALT or OT.

Following through at least 3 cycles of Assess Plan Do Review, ensures that school can gain a greater understanding of need and how best to support progress. The process enable us to establish if the difficulties are related to SEND or not. Either way, we endeavour to support pupils to progress, however, an identified special educational need will have longer-term implications for the child's progress and development towards adulthood. Some pupils will continue on a cycle of Assess Plan Do Review until an equilibrium is found where, given the right support, the pupil is able to make progress that is appropriate based on their ability. Others may go on to receive high needs funding through a Graduated Support Plan or EHCP, and some may have modifications made to their curriculum either through alternative qualifications or through a reduced programme of study.

As with all aspects of our SEN provision, we have good intentions and we do our best to ensure that SEN in our pupils is identified and intervention put in place as early as possible; and that the cycles of assess, plan, do, review continue uninterrupted. This is not always the case. Situations can change, which mean that we sometimes have to adapt or halt support, or redeploy or change the resources/staff members involved. We endeavour to have an open and honest dialogue about these situations as they arise and to ensure that we mitigate any impact on pupils.

### **5.3 Consulting and involving pupils and parents**

Conversations about a pupil's progress and development regularly take place between parents/carers and the Form Tutor, Subject or Class Teacher. Pupil voice is important to us and we expect pupils to be involved in conversations about how we support them or resolve difficulties, including those related to behavioural, attendance and social/emotional issues or situations.

Parents/carers are kept informed of progress through our regular reporting cycle and of any specific action taken by Learning Support to support their child, e.g. a targeted intervention. Parents/carers will be contacted by teachers as appropriate to help support progress, but may not be informed of very early interventions by subject or class teachers. Such interventions that may not always be communicated to parents/carers could include a 1:1 session to discuss feedback on an assessment; or a sequence of 1:1 or small group interventions to address a particular difficulty; or where a short term behavioural or social

intervention is planned (such as supported lunchtime or mentoring). Pupils are, however, always involved and consulted on solutions.

As soon as there are concerns regarding generalised difficulties or potential SEN, an early discussion with the pupil and their parents will take place. This is likely to involve the class teacher or form tutor and the SENDCo and is intended to help everyone identify whether the pupil needs special educational provision and how this will look. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents/carers' concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support (K-SEN).

Once a pupil is identified as needing special educational provision, pupils and parents/carers are involved in an ongoing dialogue with school. This means at least one opportunity each term to discuss progress against the desired outcomes. This is likely to include academic outcomes as well as outcomes related to the pupil's specific area(s) of need. This may include, for example, outcomes for improving communication and understanding of language, social interaction with peers, or physical skills.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

All SEND pupils are subject to the same monitoring and tracking processes as all pupils in school. This includes the regular reporting cycle and processes such as book looks, observations etc. Pupil's attainment against targets helps identify those who are failing to make expected progress academically; behaviour marks and attitude to learning assessments helps identify those who are lacking engagement, and whose needs may not be understood. Whole school literacy assessments in Years 4-9 help identify those pupils who are failing to make progress in reading and/or spelling. All this data is used as part of a holistic assessment for pupils with SEND.

Additionally, the Graduated Approach and four-part cycle of **assess, plan, do, review** involves setting targets that are Specific, Measurable, Achievable, and Realistic and anchored in a Timeframe (SMART). This makes reviewing progress more precise and less open to interpretation.

As far as possible the progress of SEND pupils is reviewed by the SENDCo termly either in detail or as part of a review of overall school data.

The Headteacher has always and continues to consult with SEND pupils as part of "Pupil Voice", which ensures that pupils have the opportunity to express their own views on how their needs are being met and how they feel about their own progress. This year, the SEND team are introducing the "Pupil Journey". This involves a member of the Senior Leadership Team (SLT) following the journey of a particular SEND pupil for a whole day. This not only means that SLT get a greater sense of the needs of individual SEND pupils but can also assess the impact of a busy curriculum, the format of timetable, arrangements for breaks and lunchtimes on the progress and development of SEND pupils.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

Class teachers in primary have a formal, structured and comprehensive handover of all pupils, which specifically includes a detailed discussion on SEND pupils.

A formal transition programme operates to support all pupils moving from primary into Year 7. For SEND pupils, this includes opportunities for additional transition visits, coordinated around the main transition events. Our aim is to make pupils feel prepared, reassured about their new school and to ease anxiety as far as is possible.

The SENDCo, Year 7 Head of Year and Year 7 Keyworker are involved in visits to primary schools and conversations with primary teachers and SENDCos to find out as much as possible about the pupils joining St Martins.

The SENDCo prepares a document outlining the needs of SEND pupils as well as other vulnerable pupils and those with medical needs. This includes a range of pupils who do not fall into any of these categories but where primary schools have concerns about their transition.

In Year 11, our Y11 keyworker supports SEND pupils through the careers process and provides support for applications to college and transitional visits. Our ELSA can also assist with this process as appropriate. We share information about pupil support needs as appropriate with sixth forms, colleges and other settings. This includes any exam access arrangements.

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. Teachers aim to make effective use of assessment data to make adjustments, differentiate and challenge as appropriate. We recognise that we have a number of very bright, intelligent and able pupils with SEND and we want them to reach their potential whilst supporting their needs.

We aim to provide a broad and balanced curriculum that is appropriately differentiated for all pupils with SEND throughout primary and KS3. This means that, as far as possible and appropriate, all pupils will be involved in every subject in the curriculum and will attend all mainstream lessons.

From Year 9 onwards, we begin discussions about the KS4 curriculum and whether any modifications or adaptations are required. This may mean reducing the GCSE workload commitment for some pupils, or adapting the qualification from GCSE to an alternative (for example Entry Level or BTEC) for others. We want to be ambitious for all our SEND pupils, but do not want pupils to feel overwhelmed, underperform or have a miserable experience of school. All such decisions involve the pupil and parents/carers and may involve the advice of professionals.

Intervention is sometimes needed to address needs or make progress. Intervention needs are likely to vary across Key Stage and for individual pupils. Many are run by departments based on progress data. Our most common interventions include:

- Speech and language, e.g. Talk Boost or based on SALT advice
- OT for gross/fine motor skills – this year we are re-introducing Cool Kids
- Phonics – for pupils who are having difficulty acquiring early literacy skills or for pupils having difficulties with reading and spelling
- Spelling; reading; numeracy – using bespoke resources and IDL (an on-line resource)
- ELSA for a range of social and emotional difficulties



## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Provision of specialist resources or facilities to support specific needs, e.g. intimate care changing facilities, disability toilet

## 5.8 Additional support for learning

Additional support for learning is usually determined either through the transition process, using Literacy Assessment Online data or as a result of the Assess Plan Do Review.

Our LSA Deployment policy outlines how decisions are made regarding placing LSAs into classrooms and allocating LSAs to intervention. Where LSAs are deployed to classrooms, the class/subject teacher will direct the LSA to work with certain pupils or to take pupils out for small group or 1:1 work. In order that teachers can work directly with SEND pupils, they may direct the LSA to work with non-SEND pupils.

Our intention is to support our pupils to understand their own needs and to develop independence using techniques, tools and strategies that they can use without adult intervention. We therefore support pupils to develop their ICT and keyboard skills and use of assistive technology such as Microsoft Immersive Reader and Dictate. We are also trying to widen access to Exam Reader Pens, which support independent access to reading material.

## 5.9 Expertise and training of staff

Our SENDCO was appointed in September 2021 and has worked in SEND for 7 years. Our SENDCO has ten hours of teaching responsibilities and fifteen hours to fulfil the SEND role in school. Time is set aside from these fifteen hours for regular school management meetings and for the supervision and development of LSAs, as well as statutory requirements for annual reviews, parent/carer and professional meetings, etc.

We have a team of Learning Support Assistants (LSAs), which provide the equivalent of 15.7 full time members of staff to support our most high needs pupils from Reception up to Year 11, and to act for early intervention or targeted support. Additionally English, Maths and Science have a subject mentor to support interventions specifically in their subjects, but their work is not limited to pupils with SEND.

We have one training day each year for our LSAs. This year the focus was on reading difficulties and Zones of Regulation to support emotional aspects of learning. In addition, this year we are targeting certain members of staff with specific training as follows:

- Speech and Language courses in Vocabulary, Narrative etc, as recommended in the specific provision for some pupils
- Cool Kids to improve our provision for gross and fine motor skills in primary
- ELSA supervision, which is provided by the Educational Psychology Service to enable us to improve our social and emotional provision
- AET2 training to enhance our provision for pupils on the autistic spectrum

## 5.10 Securing equipment and facilities

School are obliged to meet the physical and medical needs of pupils under Equalities legislation and use school funding provided either through the Age Weighted Pupil Unit (Element 1) or the Element 2 funding (which forms the basis of the SEN 'notional' budget). Specific equipment or facilities that are for the individual use for a child may also be funded through the High Needs (Element 3) funding allocation attached to their EHCP.

In many cases, we can request support and assistance from Health care services, such as Occupational Therapy, Physiotherapy and the Sensory Inclusion Service – either for specific equipment or for advice on purchase decisions.

St Martin's has a fully equipped 'hygiene' room that provides a private place for pupils with complex medical conditions to change equipment (e.g. stomas) as well as a private first aid room for pupil use (e.g. for insulin injections).

The SEND Team and school departments are allocated a small budget to accommodate teaching and learning needs (which comes out of the Element 1 funding), which can also be used to purchase equipment for pupils, e.g. coloured overlays, task timers, noise reducing headphones, pen grips or other low cost resources.

St Martin's is investing in ICT technology and is working to get more laptops and iPads into departments where it can be deployed for the benefit of pupils. We are also investigating technology to support independent access to exams for pupils, such as Exam Reader Pens and accessibility software. The SEND Team take advice from professionals on useful 'apps' and software, which we try out with our pupils.

Although the high needs funding is ring-fenced for particular pupils, often this funding is committed at the start of the year towards staff support costs. This means that securing expensive equipment and facilities during the year is subject to a funding request to the Headteacher.

We have been in consultation with the Local Authority SEND Team to look at ways to improve our facilities and provision for pupils and have plans to relocate our SEND Team into a more central location in order to support pupils more effectively. This move has a dependency on a build project to enhance the school's technology provision, so is not likely to be in place during this academic year.

## 5.11 Evaluating the effectiveness of SEN provision

As mentioned in other sections of this document, we evaluate the effectiveness of our SEND provision by:

- Reviewing pupils' individual progress towards targets and outcomes regularly
- Setting baselines and targets for our interventions and then reviewing the impact carefully
- Using Pupil Voice and Pupil Journey
- Monitoring by the SENDCO
- Using provision maps and person centred plans to measure progress
- Holding annual reviews for pupils with EHC plans

## 5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. However, unless your child's provision specifically specifies access to such clubs, we are not always able to provide LSA or additional support.

All pupils in Year 6 are encouraged to go on our residential trip(s) to Quinta as part of transition and this is supported by some of the SEND team.

All pupils are encouraged to take part in sports day/school plays/special workshops. We aim to prepare our young people effectively for these changes to the normal curriculum and we provide LSA support where it is specified in a child's provision. No pupil is ever excluded from taking part in these activities because of their SEN or disability. We aim to plan all such activities with the needs of our SEND pupils in mind. Some clubs have been inspired by our SEND pupils.

We are not a totally accessible school as some of our classrooms are on a second floor and there are no lift facilities. We have ramp or accessible access to most of our buildings and accessible toilet facilities. In the past, we have changed classroom arrangements to accommodate the needs of our disabled pupils (e.g. moving classes to a downstairs room. In secondary, our only inaccessible department is Art. Should we need access for any particular pupil, we would find a solution to ensure they were not excluded from this curriculum subject.

### **5.13 Support for improving emotional and social development**

St Martin's prides itself on the relationships between staff and pupils, which is the bedrock of our pastoral system and our support for social and emotional development. Additionally we have:

- A strong house system and a School council, which provide opportunities for pupils to take on roles and leadership and develop a sense of belonging, community and competition in a safe space
- Student Support Services who provided day to day pastoral support as well as short term intervention
- LSAs who are tasked with building relationships with our SEND pupils.
- Year 7 study programme to support ongoing transitional support, build resilience and metacognition for learning and social situations
- A PSHE programme which addresses key educational, emotional and good citizenship messages, including addressing and educating pupils around drugs, sex and social media.
- Use of outside agencies to support our PSHE programme, such as Purple Leaf which supports vulnerable pupils
- ELSA to support self-esteem and resilience in pupils who are struggling.
- After school club for homework and after school activities.

We do not tolerate bullying, hate or intimidation of any kind. We expect all our pupils to feel safe in our school. Our assembly programme supports our values and aims to educate pupils on what bullying is and how 'banter' fits into this. Our behaviour policy addresses intolerance, hate and bullying.

Our SEND Team believe that a greater education of SEN, Disability and Equality issues will result in greater tolerance and understanding in our school community. We intend to provide safe opportunities for our SEND pupils to share their experiences and understanding of their needs and conditions. This will be done carefully and with the involvement, co-operation and agreement from pupils, parents/carers and professional agencies.

### **5.14 Working with other agencies**

Although we have many years supporting the needs and progress of a diverse group of children, we are not experts in all areas of SEND. Therefore, we seek expertise and advice from a range of agencies in order to support the needs of pupils.

For example, currently we have a range of pupils receiving support from the Speech and Language service (SALT), including the Severe Speech and Language Impaired Children's Team (SSLIC). Some children have regular involvement from Occupational Therapy (OT) and those with vision and hearing impairment have regular visits from the Sensory Inclusion Service (SIS). Many children are involved with CAMHS/BeeU and

other agencies supporting social and emotional health and wellbeing. Additionally, we seek specialist support from a range of NHS agencies and departments, particularly where children have specific medical or health conditions. We also seek support from local authority and voluntary agencies, such as Early Help, Autism West Midlands, Tourettes Action, and take regular advice from the local authority SEND and Inclusion Teams in order to meet the needs of pupils. These agencies help us to identify and understand needs as well as making recommendations to improve the way we meet and address needs and difficulties.

We understand that agencies are busy, that appointments are sought after and that parents/carers and pupils often have to wait to be seen. Therefore, we have an 'open door' policy for those agencies that play a crucial part in supporting the needs of pupils, meaning that we aim to accommodate all visits whenever we are asked.

Where appropriate, we commission advice and involvement in order to understand needs in more detail, or to obtain advice regarding next steps, and/or to work with individual children. This can mean the Educational Psychology Service, and agencies such as Reach For Inclusion, Life Shed. Such agencies can be expensive and, as we have a duty to identify and meet the needs of a significant number of pupils in school, we cannot make these referrals for every child that may benefit from them. Decisions on which pupil's needs take priority are made at the weekly Inclusion Forum, which involves the Headteacher, Assistant Head for SEND, Assistant Head for Inclusion, the SENDCo, and our Inclusion Managers. Decisions are based on a range of criteria but take account the holistic assessment of need and critical indicators on how progress can most effectively be achieved.

Furthermore, we take advantage of the expertise that agencies can provide when they are in school seeing one child and ensure that we learn what we can, spread good practice and develop guidance that will benefit a greater number of pupils. Additionally, we take advantage of training opportunities and guidance provided by agencies that enable us to intervene earlier and get support to the greatest number of pupils, e.g. SALT training, the OT resource pack.

### **5.15 Factors affecting SEND provision in school**

We fully support the principles and intentions within the SEND Code of Practice for improving outcomes for SEND pupils and we aim to uphold all aspects of the Code of Practice in the way we identify and support children in school. However, there are a number of contradictions within education, which can make it difficult for schools to fulfil these obligations:

#### School Funding

- Schools receive a basic amount of money per child (Element 1). This reflects the number of pupils in any given year - retrospectively. In schools with steady numbers from year to year, planning is relatively stable.
- St Martin's is a growing school with fluctuating numbers from year to year. This means that our budget for Year 7 is based on the numbers from the previous Year 11, which means we then have to be creative and innovative in order to ensure that we can meet even the universal needs of all our pupils.
- Schools are expected to fund the first £6,000 of support from the Element 2 funding provided to schools. This is called the 'notional' budget. A school can apply for high needs or top up (Element 3) funding, once the provision cost for a pupil exceeds this notional £6,000.
- Element 2 funding is calculated based on a national funding formula based on factors such as prior attainment; number of EAL pupils in school; a deprivation index; and the number of children on free school meals and is then fine-tuned by the Local Authority.

- Element 2 funding is not ring-fenced for SEN and SEN is not necessarily a key factor in the calculation. This means that, regardless of the number of SEN pupils in school, the Element 2 amount is an annual sum, fixed in advance based on a set of criteria that may well not fully reflect the current population of the school.
- This Element 2 money is, therefore, often fully committed at the start of any year based on the expected or known need in school and when new needs are identified, there is not the 'pot' of money available that is suggested within the Code of Practice.
- When we make applications to the Local Authority for Element 3 (high needs or top up) funding, either for a Graduated Support Plan or an Education Health & Care Plan (EHCP), we have to cost the provision we are providing.
- We are only allowed to cost this provision at £12 per hour, regardless of the grade or salary of the employee who is providing the support. With on-costs, this rarely equates to the actual cost of the employee to school.
- When we are successful in securing top up funding, it remains difficult to employ a new person because the differential between the Element 2 'notional' £6,000 and the amount of top up is not sufficient to fund the required hours and salary, especially as the Element 2 funding is often already committed at the start of the year.
- The SENDCo only sees the Element 3 funding and the notional £6,000 sums as they apply to high needs pupils. Not knowing how much high needs pupils eats into the Element 2 funding makes planning and serving the needs of K-SEN Support pupils more difficult to achieve.

#### Teachers Workload & Contractual Duties

- The SEND Code of Practice states that where a pupil is classed as SEN Support (K-SEN), schools "should meet parents" three times each year, and that such meetings should "be longer than most parent-teacher meetings". (6.64-6.71)
- This is generally interpreted as requiring a termly meeting to review outcomes and progress, lasting approximately 30 minutes to an hour for every SEND child in school, which is a difficult commitment for schools.
- Additionally, the teaching unions recognise that this can mean an increase in workload that falls outside a teacher's usual contractual commitments and have urged schools to ensure that the workload burdens on staff are minimised. Instead they have stated that "there is no requirement to interpret this as meaning that schools must hold individual meetings..." and "it may be appropriate at times to organize information-sharing or support meetings that involve groups of parents". (NASUWT, SEND System – Managing Workload).
- St Martin's has approximately XXX pupils on the SEND Register at any one time, some of whom go onto and come off the register within a year: conducting that number of meetings each term is unmanageable. We do, however, endeavour to meet with parents/carers at any time, should they request it.

#### Attendance & Expectations Around Mainstream Education

- SEND policy and thinking supports the reaching out to pupils, where they are finding it difficult to access education. This is, however, in conflict with some aspects of Education Inclusion in Shropshire, which does not allow for work to be set where pupils are not attending. This is an area of policy which we as a school are working to navigate and to find a solution that supports our school community.

### **5.16 Contact details for raising concerns**

If you have concerns about the provision in place to meet the needs of your child, please contact the Form Tutor in the first instance.

Should you be unhappy with the response or you need additional information, please contact the SENDCo.

Should you wish to escalate the matter further, please contact the Assistant Head SEND or the Head Teacher.

### **5.17 Concerns or Complaints about SEN provision**

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. Complaints will then be referred according to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. Such claims about alleged discrimination can be made regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.18 Contact details of support services for parents of pupils with SEN**

We encourage parents/carers to educate themselves on the SEND Code of Practice and the ways in which schools are required to identify and support children with SEND. We encourage parents to seek support from organisations that provide free, objective and up to date advice and we are happy to accommodate the presence of such organisations at meetings where your child's needs are being discussed.

<http://www.cabshropshire.org.uk/shropshire-iass/>

### **5.19 The local authority local offer**

Our local authority's local offer is published here: <https://www.shropshire.gov.uk/local-offer/>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo and the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year. Any changes or reviews are submitted to and approved by the Governors.

In terms of monitoring the effectiveness of our SEND provision in whole school terms, SEND is an important part of the school monitoring cycle. This means that our Senior Leadership Team regularly take learning walks, conduct book looks and observations in school aimed to ensure that the needs of all pupils are met.

Additionally, the SEND statistics and the profile of our SEND pupils are regularly reviewed to establish changes that may affect our capacity to effectively deliver provision to all pupils who need it.

An example might be the increased needs of pupils in EYFS with speech and language difficulties, which is being addressed through additional training for staff along with making sure there are opportunities to

intervene early. It may also mean the purchasing of additional specialist resources or accessing specialist external support to assist us.

Another example might be the recognition of an increase in social and emotional needs of our students, affecting school attendance, which may be addressed by increasing the appointments available for our Emotional Literacy Support Assistants (ELSA), as well as the provision of safe spaces around school for private study or time out.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Equality Scheme
- Guidance on Exam Access Arrangements
- LSA Deployment Policy
- Medical Needs Policy
- Policy on Deployment of Specialist Equipment, including laptops
- Teaching & Learning Policy