

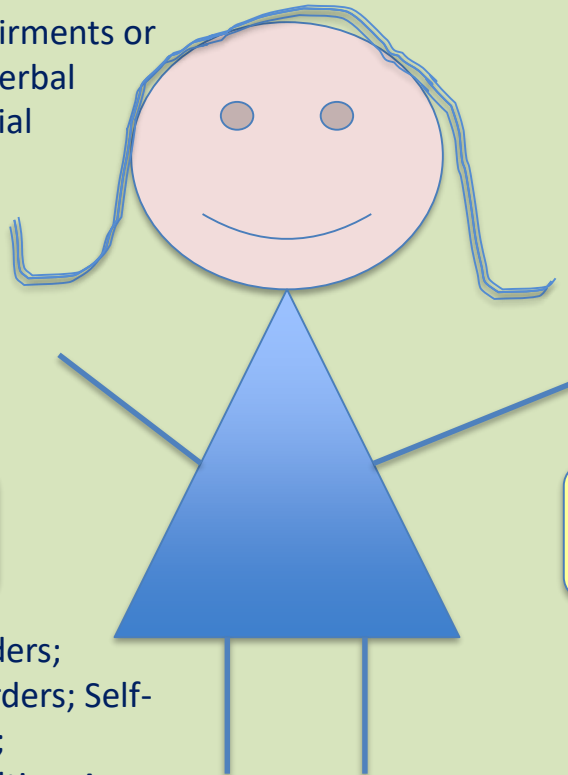
# SEND at St Martin's

## Communication & Interaction

Autistic Spectrum Conditions; Speech Impairments or language difficulties; difficulties with non-verbal communication; and misunderstanding social communication and interaction

## Cognition & Learning

Dyslexia; Dyscalculia; Dyspraxia; Working Memory; Processing difficulties of all kinds



## Social Emotional & Mental Health

Anxiety; Depression; Anorexia/Eating Disorders; Substance Misuse; ADHD; Attachment Disorders; Self-regulation/Conduct/Conforming Difficulties; Concentration; Unexplained Physical Difficulties; Anger Issues; Withdrawn behaviours; Social Isolation;

## Physical & Sensory

Vision/Hearing Impairment; Physical Disability/Complex Medical Conditions; Congenital Disorders; Sensory Processing Difficulties; Life-long Conditions, such as Cerebral Palsy, Cystic Fibrosis, Diabetes, Anaphylaxis/Allergies; Asthma

**The 4 Categories of SEND – looking at the whole child**

# Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

*From SEND Code of Practice 2014-15*

*i.e. a child can have a learning difficulty or disability without having SEN*

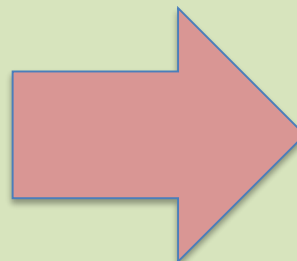
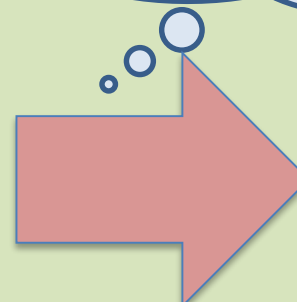
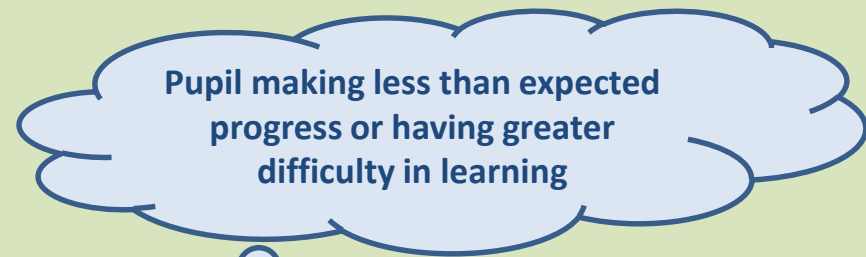
# Wave 1 – Quality First Teaching



Attainment

AtL/Effort

Behaviour



**ASSESS**

**PLAN**

**DO**

**REVIEW**

This may start with marking and feedback to the child through their books, action on the behaviour pyramid or action on attendance. This is likely to be followed up by a discussion using the One Page Profile. This could be with the class/subject teacher, form tutor or head of year. It may result in a teacher and/or departmental intervention; a round robin to other staff, but will always involve the pupil in the solution.

*Where a threshold is passed (e.g. literacy/numeracy) or where difficulties are escalating across departments or academically and pastorally; then generally the SENDCo is involved earlier and we would move more quickly to Wave 2/3.*

# What is a One Page Profile?

One Page Profiles are a way for children and young people to have a voice in how they are supported in school.

They showcase strengths and interests and ensure they are recognised as individuals.

They enable parents/carers to share their knowledge and expertise on how best to support their child.

They enable us to share information at school – internally and with professionals outside school.


This can help build positive relationships and ensure that professionals get a full picture of a child.


They can be shared with supply teachers who may cover classes.

They can support action planning and target setting.

They can help children and young people introduce themselves in situations they find difficult.

They grow and evolve with the child and are a good way to see the progress that young people are making.

 My One Page Profile

<b>PUPIL NAME</b>	
(photo) 	Any Health/Medical Condition:
	Area of Need:
My Strengths/Things I am good at:	Triggers/Things I find difficult:
My Interests:	Things you should know about me:
<b>How to support me*</b>	
Important adults who support me:	
DATE	

We are aiming for all students at St Martin's to have a One Page Profile

# WHAT IS ASSESS PLAN DO REVIEW?

## Assess Plan Do Review is:

- A process of developing a greater understanding of a child's needs
- Understanding where the child is now and setting short term targets
- Putting in support or technology or something different to see if it works
- Assessing how effective it was and either keeping it that way, or trying something different
- Usually taken through 3 cycles by the teacher before any referral or involvement from the SENDCo/Learning Support

## Why is the SENDCo not involved straight away?

This is because the SEND Code of Practice states that:

- “Teachers are responsible and accountable for the progress of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (6.36).
- “The first response ... should be high quality teaching targeted at their areas of weakness” and only “Where progress continues to be less than expected, the class or subject teacher, working with the SENDCO, should assess whether the child has SEN. ...” (6.19)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. (6.37)

# WHAT IS ASSESS PLAN DO REVIEW?

ASSESS	PLAN	DO	REVIEW	
What can the child do now? (Baseline)	What is the intended outcome (Target)	What will we do (Intervention)	What can the child do now? (Actual)	Next Steps
Example:				
Can spell all high-frequency words Struggles with - /shun/, /sh/, /zh/ (2/20)	To be able to spell all /shun/ /sh/ /zh/ words and show understanding of spelling rules	Daily spelling intervention for 20 minutes; practice words sent home weekly	Can still spell all high-frequency words. Improvement on /shun/ /sh/ /zh/ (8/20) – identified insecure on /sh/ /ch/ which is hampering progress	Go back to /sh/ /ch and make links to /shun/ etc. Use explicit teaching of spelling rules for /shun/ etc.
Can still spell all high-frequency words. Improvement on /shun/ /sh/ /zh/ (8/20) – identified insecure on /sh/ /ch/ which is hampering progress	Go back to /sh/ /ch and make links to /shun/ etc. Use explicit teaching of spelling rules for /shun/ etc.	Daily spelling intervention for 20 minutes; include target words in classroom work Use precision teaching method once demonstrating progress		

These become the baseline and target for the next cycle

# Wave 2: Pupil continues to make 'less than expected progress' or to have 'greater difficulty in learning'

## Communication & Interaction

Peer group difficulties, attendance; declining attainment due to greater complexity of language in curriculum; unusual responses; oppositional or pedantic

## Cognition & Learning

Reading, spelling and handwriting; easily distracted; lack of homework; failing to progress or achieve; failing to finish



## Physical & Sensory

Generally known or acquired impairments or medical conditions; absences; concentration; anxiety/hyperalert; may need adjustments that will lead to EAA.

## Social Emotional & Mental Health

Peer group difficulties, attendance; illness, anxieties; anger or emotional; food issues; oppositional; withdrawn or isolated; difficulties concentrating; messy books; unfinished work

Identified as K-SEN Support and formally placed on SEND Register

Working with the SENDCo, teachers conduct a holistic assessment of need, which looks at all aspects of the child. Difficulties are likely to be present across the school. Person Centred Planning is put in place, which involves a structured Assess Plan Do Review and may involve support and assessment from external agencies or professionals.

# Person Centred Planning

Wave 1 QFT and One Page Profile



Wave 2 QFT+ Provision Plan

Interventions are often conducted by different areas across school, and/or by external agencies.

Progress and impact are tracked by the SENDCo and regular reviews are held with the pupil, parents/carers and other stakeholders.

My One Page Profile

PUPIL NAME	
(photo)	Any Health/Medical Condition:
	Area of Need:
My Strengths/Things I am good at:	Triggers/Things I find difficult:
My Interests:	Things you should know about me:
How to support me:	
	Important adults who support me:

QFT+ PUPIL SUPPORT PLAN FOR:		PUPIL NAME			
Status:	Funding Attached:	Category of Need:			
EHCP, K SEN, D-SEN, LAC, PP, More Able	PP = E LAC = E SEND = E	Specialist	CoAS	SENIT	Therapy
SUMMARY OF SPECIALIST INVOLVEMENT <small>(see over for full chronology)</small>					
School Based Assessment	Ed Psych	Specialist Learning	SENAC/AMHS	Social Care/ Early Help	Health/ Medical
					Other
Behavioural Concerns/ Current / Historical / N/A			Pupil Planning Meeting/ Y / N		
Summary			Date/Summary		
BARRIERS TO LEARNING / DESCRIPTION OF NEED					
1.					
2.					
3.					
THE RATIONALE:					
Why has the pupil moved to Wave 2-3 provision? What has already been done? What is planned? This might include a short history of difficulty; history of intervention (e.g. at primary) or history of assessment plan do review; how the difficulties have arisen; conversations with parents or pupils or other teachers. Care to make sure we say what we have seen or not seen or have only heard reported. Include information from and dates of any external assessments, e.g. Ed Psych Report, Woodlands, etc. – for example purpose, what was assessed (and outcome), nature of need and a brief overview of the recommendations. Include a brief overview of what is planned and when this will be reviewed.					
REASONABLE ADJUSTMENTS					
Colour	Movement Breaks	Prongit	Writing Support	Reading Support	Extra Time
					Separate Seating
					Other
Keyworker in school:			Any Specialist Provision <small>e.g. equipment; curriculum access/modified timetable; work placement; alternative provision placement</small>		
Dated/Updated:			Equipment/Provision Signed off by:		



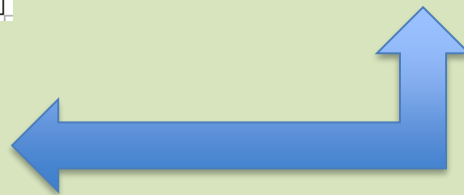
Intervention



Intervention



Intervention



Progress from intervention informs the next version of the Wave 2 Provision and the One Page Profile

This document outlines the barriers to learning, the desired outcomes and lists the provision/interventions that will be put in place.



*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is **additional to or different from** this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. **Special educational provision is underpinned by high quality teaching and is compromised by anything less.**”*

*Paragraph 1.24 SEND Code of Practice*

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

ELSA; Mental Health Support; Speech & Language; Occupational Therapy; targeted classroom support (LSA); different behavioural approaches; modification to timetable or curriculum study; or reasonable adjustments, such as toilet pass, headphones, laptop, extra time etc.

# Wave 3: Pupil needs sustained high level or specialised provision to support progress

## Communication & Interaction

Ongoing involvement from external agency, e.g. Speech & Language  
Support from Autism West Midlands or other agency  
Targeted support  
Adjustments for unstructured times  
Social skills/ELSA support

## Cognition & Learning

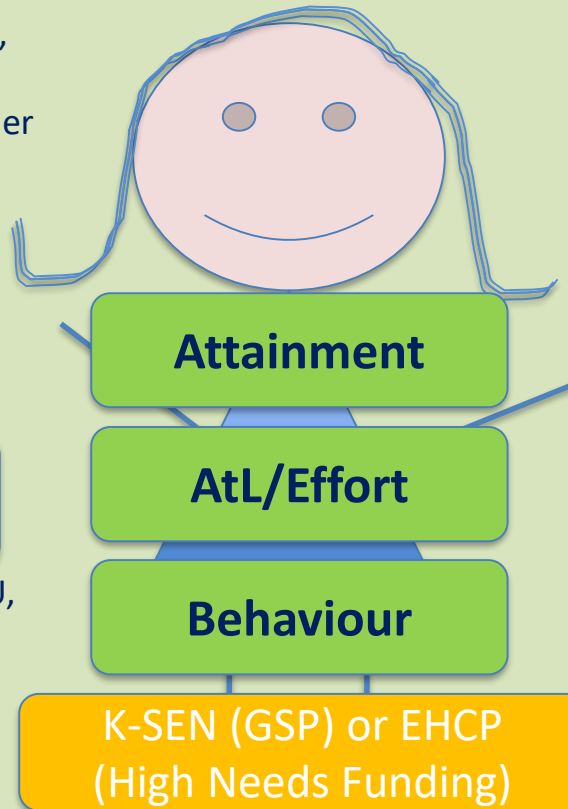
Sustained classroom support, e.g. reading, vocabulary and instructions  
Extra time or other adjustment to support processing  
Technology for learning

## Social Emotional & Mental Health

External agency support, e.g. CAMHS/BeeU, ELSA for self-esteem, anxiety etc.  
Support for unstructured times  
Risk Assessment and Behaviour Mgt Plan  
Modifications to curriculum  
Rest breaks

## Physical & Sensory

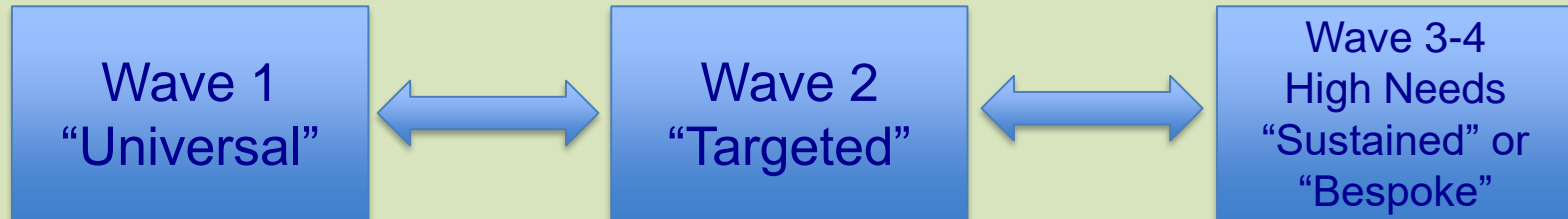
Specialist equipment  
Sustained classroom support  
Adjustments to curriculum or school day  
Specialist and/or sustained LSA support



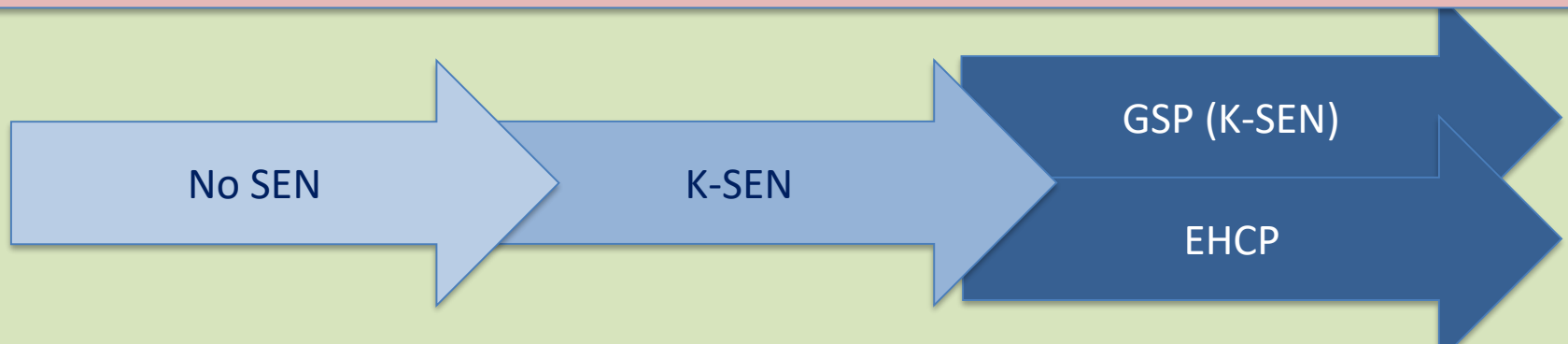
School provide continued and sustained or specialised provision, which may include an expected slower rate of progress, modified or adapted curriculum/qualifications and possibly specialised equipment

# Waves of Provision

'Waves' refers to the Graduated Approach, but also to the growing complexity of serving a particular child's needs and supporting progress



A child is not considered to have SEN unless they are receiving provision that is 'targeted' or 'sustained'.



Where a child's need is fully understood and progress can be achieved through differentiation in the classroom and/or a reasonable adjustment, such as technology, St Martin's view this child as having a "differentiated need" and we place an M=Monitoring code on Arbor. These pupils are monitored and reviewed regularly and will be considered for exam access arrangements (GCSE or KS2 SATS).

# SEND Criteria at St Martins

Effectively, in moving beyond Wave 1, we are looking to understand if the lack of progress is related to a significant and persistent need, or a substantial long term impairment, that requires special educational provision.

## Wave 2:

- Pupil falls below school's agreed threshold for literacy and/or numeracy
- There is lack of progress in the classroom, which has not been resolved by Wave 1 intervention. This lack of progress could be related to academic and learning, social and emotional, communication and interaction or developmental, physical or sensory.

## Wave 3-4:

- There is a continued lack of progress and an understanding that the need is a result of a long term, substantial impairment or learning difficulty, which requires sustained or bespoke provision. There would be evidence of lack of effective progress despite Wave 1 and Wave 2 intervention.
- It is likely that an application for assessment for an EHCP is taking place. This is known as an EHCNA Request.
- Or that the pupil already has an "EHCP" - Education Health and Care Plan (England); an "IDP" - Individual Development Plan (Wales) or some funding through a Graduated Support Plan (Shropshire).
- It may be that further investigation is being pursued, possibly including alternative or specialist provision.

# SEND Team

We currently have approximately 150 pupils on our SEND register and we have another 200 that we are monitoring.

SEN Governor  
Vicki Silver

HeadTeacher  
Sue Lovecy

SEND Co-ordinator  
Sue Dix

SEND HLTA  
Sally Wynn

ELSA  
Mandy Hughes; Laura Griffiths

Senior Leadership  
Team

Primary Teaching Staff

Secondary Teaching  
Staff

Learning Support Assistants in Primary  
(7.68 Full Time Equivalent)  
Excludes nursery staff

Learning Support Assistants in Secondary  
(8.07 Full Time Equivalent)

Student Support  
Services

# FAQs?

These FAQs reflect our provision as it currently stands (December 2023), however, our model of provision is constantly under review.

Q. Will my child have someone supporting them in class?

A. Not necessarily. Our LSAs are deployed to support pupils who are in receipt of high needs funding and then to support pupils whose level of support is in excess of what can reasonably be achieved through Quality First Teaching. This is pupils who are considered to be at Wave 3-4. However, your child may get occasional targeted support or support via intervention.

Q. Can my child have an assessment for dyslexia?

A. We are unable to provide a diagnostic assessment for dyslexia for every child that shows dyslexic tendencies. In certain circumstances, we can commission an external agency to provide an assessment and, if appropriate, a diagnosis. However, in school, our priority is to ensure that your child has the right special educational provision to make progress and a diagnosis is not always needed in order to do this. All teachers are familiar with dyslexia and are offered regular training to update their skills and knowledge and there are lots of strategies and resources available to them. We also have screeners and other cognitive resources that can help us identify what is needed. In addition, in Year 10, pupils whose difficulties have been monitored and observed by teachers are put forward for an assessment for Exam Access Arrangements. This will ensure that pupils who need it, can get an adjustment such as Extra Time, Supervised Rest Breaks, Reader, Scribe in their Y10/11 exams.

# FAQs?

Q. How can I get my child assessed for ADHD or ASC?

A. ADHD and ASC are diagnosed via a neurodevelopmental pathway with BeeU (Shropshire) or CAMHS (Wrexham). There is a new process being introduced in Shropshire, but currently there remains a long waiting list for these assessments. These assessments require that characteristics and behaviours are present across two settings and that they are linked to a substantial impairment that is long term and persistent. We are required to provide at least 3 cycles of evidence of the Assess Plan Do Review process, which we can only do if we are seeing evidence of difficulties in school that are impacting significantly on progress. Characteristics and behaviours associated with ADHD and ASC can also be due to a range of learning, developmental and/or social reasons. The important thing is that your child is learning strategies to cope, to be resilient and can make progress academically and socially. However, we know that this is an area of concern for parents, so we have subscribed to the Do-it-profiler and also use the Boxall Profile to help pupils who are suspected as having this type of neurodiversity. These help us identify and understand what we are seeing and help us plan support and strategies to help.

Q. My child has SEND but keeps getting detention or pulled up for behaviour?

A. Your child should not get detention (or any disciplinary action) due to a SEND need that is not being met. Firstly, talk to the teacher and/or Form Tutor to understand the reason(s) for the detentions. Before detentions are given, teachers should ensure that appropriate support and differentiation has been put in place. If you are concerned, please contact the SENDCo – [senco.sen@stm.318education.co.uk](mailto:senco.sen@stm.318education.co.uk) and/or refer to the school complaints procedure.

# FAQs?

Q. Is there somewhere my child can go at break and lunchtime?

A. We are committed to ensuring that our young people are prepared adequately for a life beyond school and, therefore, we support pupils to find ways to navigate unstructured times by finding their own quiet place, with like-minded pupils. However, many class teachers and form tutors make provision for children/young people to find somewhere quieter or more appropriate. If your child's provision states that break and lunchtime provision is required, we will make sure they have a suitable place to go where appropriate provision/supervision can be provided.

Q. My child has anxiety, what help can they get from school?

A. Support in the first instance is provided by the Form Tutor and, as appropriate, pastoral support is provided by the Student Support Team. We aim to foster resilience but working from the child's starting point to build small steps. Strategies may include a Time Out card and/or signposting to [Kooth](#) or [BEAM](#). If your child's anxiety is becoming extreme or affecting access to learning and education, we will follow the Graduated Approach of Assess Plan Do Review. This may include access to intervention such as No Worries, support from an Emotional Literacy Support Assistant (ELSA) or from a Mental Health Practitioner, such as Trailblazers. As appropriate, we work with parents to support referrals to CAMHS/BeeU and involve other agencies and the local authority. As appropriate and if necessary, we can offer a modified timetable or graduated return to school. We aim to adopt a collaborative approach with parents/carers around anxiety, where action at school and at home are mutually supportive to help build an approach to access that is gradual and sustainable.



# FAQs?

Q. Do you have facilities for nurture groups or time out?

A. We have a 'squishy' room in Student Support Services, which can provide a quiet and nurturing place to be and, when possible, our ELSA team set up small group interventions to meet specific needs of pupils. We also like to think that our school staff are generally nurturing and supportive of social and emotional needs. However, we do not currently have a policy or provision for nurture groups. We do offer time out cards, which are usually established with clear guidelines for use and with support in place to enable the pupil to gradually build resilience and reduce the need for time out. Where timeout is needed as a formal and structured part of provision (e.g. as part of an EHCP), then pupils can be scheduled to have regular 'personal learning' sessions.

Q. My child can't access the work in class and doesn't understand what he has to do at home?

A. Firstly, homework is rarely mandatory at St Martin's. However, it can still be distressing to children and young people when they have not understood what they have been doing at school and are unable to share what they are doing with their parents. Learning for all pupils, should be cumulative and have a sequence that makes sense to the young person. This is why the Code of Practice places responsibility for progress with the Class/Subject Teacher, and why importance is placed on Quality First Teaching. Teachers use a range of data to help them plan so that all pupils make progress. If you feel your child is struggling and that their needs are not being met, please contact the class or subject teacher in the first instance. If your concerns are wide-ranging (across a number of subjects) and/or your child is already identified as SEN, please contact the Class or Form Tutor, and copy in the SENDCo using the email [senco.sen@stm.318education.co.uk](mailto:senco.sen@stm.318education.co.uk).

# Further Information?

## **From school:**

- Contact your child's form tutor or class teacher
- Contact the SENDCo – [senco.sen@stm.318education.co.uk](mailto:senco.sen@stm.318education.co.uk) or [susan.dix@stm.318education.co.uk](mailto:susan.dix@stm.318education.co.uk)
- Refer to the complete and formal SEN Information Report and all our school policies on our website <https://www.stmartins3-16.org/>

## **Other sources:**

- <https://shropshire.gov.uk/the-send-local-offer/>
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <http://www.cabshropshire.org.uk/shropshire-iass/>