



SEND Information Report

Reviewed Jan' 26

This SEND Information Report should be read in conjunction with our Inclusion Policy.

Key Contact for SEND

Mrs. Maria Hughes – SENDCO

If you have any SEND related queries, please contact our school SENDCO, Mrs. Hughes, via email using inclusionadmin@stmartinsepsom.school. We aim to respond to all communications within 2 working days.

The Special Educational Needs that St Martin's Schools aims to make provision for:

- We are committed to meeting the special educational needs of all pupils. We do this by promoting inclusion so that all children have access to a broad, balanced, creative and challenging education that meets individual needs and enables children to make good progress and achieve their full learning potential. We have a range of expertise and experience of meeting a diverse range of individual needs.

The definition of Special Educational Need or Disability (SEND) can be broadly described as pupils who may:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
 - b) Have a disability which prevents, or hinders, them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools;
 - c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- We are committed to the early identification of additional needs and adopt an approach that recognises that there is a continuum of special educational needs and that a range of strategies and classroom resources should be put in place before calling upon outside resources.
 - Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.
 - We welcome all children and endeavour to ensure that the appropriate provision is made to cater for their needs. Pupils with special educational needs and disabilities will be admitted to our school in line with the schools' admissions policy, taking into account the suitability of the child to mainstream education, and availability of resources and facilities to meet that child's needs. As a church aided school the Governors are the admissions authority.
 - We aim to deliver targeted support for children with the following additional needs:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

Policies for identifying children and young people with SEND and assessing their needs

- Where children with SEND have been identified before joining the school, we work with the adults who know them well and use all information available to identify needs, understand how this may present in the school setting and how we may be able to support these needs.
- If parents / carers tell us they think their child has SEND, staff will meet with them to discuss this and agree a plan.
- Should staff have concerns that a child has a SEND, we will work together to collate information. This may involve observations and assessments in school to further understand needs with the aim to remove barriers to learning.

- A pupil is identified as needing provision additional to or different from that provided or ordinarily available (OAP), if despite receiving high quality first teaching, differentiated learning opportunities and intervention they:
 - make little or no progress even when teaching approaches are targeted particularly in a young person's identified area of difficulty;
 - show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
 - present persistent social, emotional or behavioural difficulties which are not improved by the behaviour management techniques employed by the school;
 - have sensory or physical difficulties and continue to make little or no progress despite the provision of specialist equipment;
 - have communication and /or interaction difficulties and continue to make little or no progress despite the provision of an adapted curriculum;
 - have emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class, despite having an individualised behaviour management programme;
 - have SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
 - have communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

- Staff meet termly to review the progress of all children. Where a child is identified as having difficulties with their learning, the class teacher will arrange to meet with the parents/ carers to share concerns. Staff will listen to any concerns and may discuss additional support the child may receive. Should a child require additional support from outside agencies, staff will discuss with parents and obtain consent e.g. Learning Support.
- For children who are placed on the SEND register a Learning Plan will be written. These will be reviewed termly with parents.

Arrangements for consulting parents of children with SEND and involving them in their child's education

- We value greatly the role parents play in their child's learning and the impact of parental involvement on pupil progress. We aim to work in partnership with parents.
- We aim to:
 - recognise the personal and emotional investment of parents and be aware of their feelings;
 - focus on the child's strengths as well as areas of additional need;
 - ensure that parents understand procedures, are offered support in preparing their contributions and are given documents to be discussed prior to meetings;
 - respect the validity of differing perspectives and seek constructive ways of recording different viewpoints;
 - respect the differing needs parents themselves may have, such as disability or communication barriers;
 - recognise the need for flexibility in the timing and structure of meetings.
- Parents can make contact with staff either informally in the playground, or by requesting a meeting. Parents are notified early of any concerns about their children. Some children, especially those with an Education, Health and Care Plan (EHCP) or with behavioural difficulties may have home school contact books.
- Class teachers and Year Group leads are available throughout the week to discuss the pupil's needs. Please contact the office or the year group email address to make an appointment. The SENDCo is available for appointments on a Tuesday and Thursday.
- A range of other ways will also be used to keep parents and carers informed. This may include:

- Learning Plans
- Letters home
- Parent / carer evenings
- Additional meetings
- Newsletters
- Text messages
- Reports
- School website
- Meet the teacher sessions
- Parent workshops and coffee mornings
- At the beginning of the school year parents and carers are invited to a 'meet the class teacher' session in order to meet the teacher of their child's new class.
- We are proactive in holding parent workshops and curriculum evenings and attendance at these is always encouraged.
- We appreciate volunteers help on school visits and volunteers in the classroom are actively encouraged.
- Parents and carers can help and support their child through the PTFA.

Arrangements for consulting young people with SEND and involving them in their education

- A child centred approach is used in school. Pupils are involved in the decision-making process as to the best support to be put in place to enable them to make progress.
- A One Page Profile is completed for all children on the SEND register; pupils and parents are also asked to contribute to the One Page Profile.
- Every child's needs are carefully assessed, and decisions are then made based on the ability of a child to access the curriculum and make progress.
- The SENDCo will work closely with parents and staff to discuss relevant interventions, including support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources with the child and report children's progress to parents, staff and governors.
- All children with an EHCP are involved in the annual review process.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

- Pupil progress is reviewed formally every term and discussed at Pupil Progress meetings.
- All school are required to administer National tests, the results of which are used to assess whether children are working at age related expectations. Support is allocated for pupils who do not reach the required level. The following assessments are currently administered
 - Year 1 complete a phonics screening check,
 - Year 2 and Year 6 are currently required to submit information using Standard Assessment Tests (SATs)
 - Year 4 complete a Times Table screening check.
- The results of some tests are published nationally. Parents and carers receive the results of tests completed at the end of the school year.
- Next steps are identified for all children and these are reviewed regularly. Children on the SEND register will have additional targets on their IAP which will be reviewed, with your involvement, each term and the plan for the next term made.

- Parents of children with an EHCP and those on the SEND register are kept informed of their child's progress through termly review meetings with the Class Teacher. The SENDCo and/or Learning Support Assistant may attend when necessary.
- In the case of an Annual Review for a child with an EHCP, all professionals who work with them are invited to submit information and attend the meeting, along with parents, the child and a representative from the Local Authority. A record of the meeting is made and shared with families and the Local Authority. These include the views of the child and the parents.
- Parents are invited to contribute information to the child's One Page Profile.
- If the school is working with other professionals, such as the Educational Psychologist or a Speech and Language Therapist, other meetings with parents may be scheduled, for the collation of information or for feedback.
- Parents may contact the SENDCo to arrange a meeting should they feel it necessary. An appointment or telephone call can be arranged.
- We regularly moderate across assessment outcomes to ensure our judgements are correct for children at all ability levels.

Arrangements for supporting children and young people in moving between phases of education and in preparing them for adulthood

- We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
- Children entering Early Years will be offered a home visit and we may contact feeder pre-schools in the summer term prior to starting in the September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional visits to school are encouraged for children who may find the transition difficult between home and school.
- Meetings will be arranged for children who are already known to SEND Services to ensure schools are aware of needs and that the correct support is in place.
- When pupils are preparing to leave our school, they may be invited to visit their new school for an induction day. The staff member who knows that child best, usually the class teacher, and / or the SENDCo, may meet with representatives from the new school to share information and discuss children with SEND, including those with an EHCP. Additional transition work may be planned for to ensure that all children are fully prepared for the next stage of their education.
- At the end of each school year, in-school transition is supported with visits to the new class.
- For children who have considerable difficulties with change (e.g. those with ASD), transition booklets may be provided. These booklets may include photographs of new staff and new classrooms to prepare the child for any changes.
- When transitioning to a new class teacher, information about the child will be shared with the new teacher/s.

The approach to teaching children and young people with SEND

- We will support each child in a variety of ways depending on their individual needs. Schools aim to ensure quality first teaching takes place in the first instance. Within the class, learning tasks and resources will be adapted and matched to the child's needs. This is the responsibility of the class teacher.
- The teacher will aim to implement the appropriate strategies and classroom approaches from the ordinarily available provision (OAP) document to support and meet all children's individual needs.
- Children are identified for intervention support on a termly basis. This additional, targeted provision may be through small group or one to one work and may take place outside of the classroom.
- The class teacher, in discussion with the family, will set targets for the child and these will be recorded on to an Learning Plan (IAP) and shared with all the staff who are working with the child and parents.

- Learning Plans (IAP) are reviewed termly to assess the effectiveness and impact of the planned provision for the child.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- Our whole class learning and teaching ensures the effective inclusion of all pupils in high-quality teaching and learning. This includes:
 - Effective planning and lesson design that builds on prior learning;
 - Use of visuals used in every classroom and around the schools;
 - Clear learning intentions that are shared with the children and referred to regularly;
 - High levels of pupil involvement and engagement with their learning;
 - Effective questioning, modelling and explaining by the teacher;
 - Learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
 - Assessment for learning;
 - A range of teaching styles;
 - High quality differentiation and task adaptation;
 - Encouragement and authentic praise to engage and motivate pupils;
 - Reviewing learning and identifying next steps.
- We provide a range of targeted interventions to support those who are making slower progress in a particular area of learning. We also provide specialist support for those who require intervention and support additional to and different from our quality first teaching and targeted provision, from our school intervention menu.
- In rare instances where professionals working with the child and family believe that a child's needs cannot be met through the schools resources alone, an application may be made for an EHCP through which additional resources and support may be allocated. The decision to issue an EHCP is made by the Local Authority.
- We ensure that the school environment is accessible for all children, including those with physical and sensory needs or where English is not a first language. We make adaptations to our school as funding allows and in line with our accessibility plan.
- We ensure that equipment used is accessible to all children, regardless of their needs.

The experience and training of staff to support children and young people with SEND, including how specialist expertise will be secured

- The SENDCO holds the NASENCO qualification and has experience supporting and teaching children with a wide range of additional needs and vulnerability. They are a trained Senior Mental Health Lead and hold the Mental Health First Aid Certificate.
- A member of our teaching staff is qualified to teach children who have Dyslexia and supports children across the schools.
- The school has a training plan for all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on SEND issues, such as promoting positive behaviour.
- Individual teachers and support staff attend training courses run by outside agencies and special schools that are relevant to the needs of specific children in their class e.g. from the ASD Outreach Team, Speech and Language Therapy Service.
- When considering the training needs for all staff we take into account school priorities and staffs' personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs.

Evaluating the effectiveness of the provision made for children and young people with SEND

- In order to ensure access to all areas of the curriculum we buy appropriate equipment/ resources which are matched to the need of the child. Advice and support is taken from other external agencies concerning specific equipment/resources which may be needed. For example, Physical and Sensory Support Service, Occupational Therapy Service and the Speech and Language Service.
- Schools receive a notional budget for all children including with Special Educational Needs and Disabilities. All school SEND needs are met using this (including equipment). Upon request, the Local Authority may contribute more funding to school for an individual pupil, if the cost of meeting the child's needs is more than £6,000 per year. School can request this through an Education, Health and Care Plan Needs Assessment (EHCNA).
- If this assessment of a child's needs identifies something that is significantly different to that which is usually available, additional funding may be allocated. Parents may have a say in how this is used. This may mean parents are eligible for a personal budget which must be used to fund the agreed plan.
- In consultation with the school governors, the Senior Leadership Team decides on the best use of the school's funding for Special Educational Needs.
- All resources/training and support are reviewed regularly and changes made as needed in order to provide best use of public funding and budgets.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

- It is the school's policy to enable every child to participate as fully as possible in all elements of the wider curriculum. It is our intention that all children attend school trips with support and risk assessments, as appropriate. Where staff consider it to be necessary, the school will meet with parents and carers to discuss individual needs prior to any visit or activity.
- We have a number of extracurricular activities, which are open to all children on role at St Martin's. Should any child need support to access these activities, school endeavours to make the necessary arrangements.
- There is a holiday club available in school for most of the school holidays.

Support for improving emotional and social development

- The school ethos ensures all pupils are valued and their diverse abilities equally celebrated.
- As a school we reward and celebrate children's achievements in behaviour and ensure that we are fair and consistent, helping children to manage their own behaviour. Sanctions are reflective and result in pupils making more positive decisions about behavioural choices. All staff consistently follow our Positive Behaviour Policy.
- Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- The delivered curriculum ensures that Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching.
- The school has effective systems for ensuring that friendships are maintained and no pupil feels isolated.
- Where a child requires medication, parents should refer to the relevant policy and contact the school office. They will be invited to complete a form providing permission. Office staff may administer medication prescribed by a GP, in conjunction with the instructions given on the prescription.
- We recognise that within a climate of inclusion there will be children who need a personalised approach to social, emotional and / or mental health needs (SEMH). In some cases this will mean that the schools sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used.

- Children with specific behaviour difficulties will be given additional support in line with their Learning Plan and their particular needs.
- Children with identified behaviour, social and emotional needs may well require additional specialist support. External support is sought and advice implemented to ensure that pupils with emotional needs are effectively responded to.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people’s SEND and supporting their families

External support services play an important part in helping our school identify, assess and make provision for children with SEND. We have a number of established relationships with professionals in:

- Education – Specialist Teachers for Inclusive Practice (STIPS), Physical & Sensory Advisory Teachers, English as an Additional Language Service (REMA), Inclusion Officer and the ASD Outreach Service.
- Health – Speech & Language Therapist (SALT), Occupational Therapist (OT), Physiotherapist, School Nurse, Community Nurse, Primary Mental Health Worker (PMHT) and other Mindworks staff.
- Social Care – Social Workers, Outreach Workers
- Family Support Worker (FSW)

Before the school make a referral, staff may seek to speak with the parents/carers and gain their permission.

Who to contact and arrangements for handling concerns and complaints

The first point of contact if you have any concerns or worries about your child and the support they are receiving will always be the child’s class teacher. Further information and support can be obtained from the school office, SENDCO, or Inclusion Manager and Headteachers. Staff can be contacted through the school office on 01372 846930 and contact details are also available on our website.

Our Complaints Policy and Procedure can be found on the school website in the policies section.

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. They can make a claim about alleged discrimination regarding:

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