



## SEND Information Report

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

### Key Contact for SEND

Miss Rebecca Squizzoni – SENDCO

If you have any SEND related queries, please contact Miss Squizzoni via email using [inclusionadmin@stmartinsepsom.school](mailto:inclusionadmin@stmartinsepsom.school). We aim to respond to all communications within 2 working days.

### The kinds of Special Educational Needs that are provided for at St Martin's Schools:

- We are committed to meeting the special educational needs of pupils and promote inclusion so that all children have access to a broad, balanced, creative and challenging education that meets individual needs and enables them to make good progress and achieve their full learning potential. We have a range of expertise and considerable experience of meeting a diversity of individual needs.
- We regard pupils as having a SEND if they:
  - 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 cater 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

- When children have been identified as having SEND before they start at our school, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it.

- If parents tell us they think their child has a SEND we will discuss this with them and look into it. We will share what we discover with them and agree what we will do next and what parents can do to help their child.
- If our staff thinks that a child has a SEND this may be because they are not making the same progress as other children; for example they may not be able to follow instructions or answer questions. We will observe them and assess their understanding of what we are doing in school to find out what is causing the difficulty.
- A pupil is identified as needing provision additional to or different from that provided, 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 emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school;
  - have sensory or physical problems 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 a differentiated curriculum;
  - make slow progress in developing literacy and mathematics skills;
  - 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 ensure all children are making good progress. This is another way children may be identified as not making as much progress as they could be. If a child is then identified as having difficulties with their learning we will set up a meeting to discuss this with parents in more detail, to listen to any concerns they may have and to plan any additional support the child may receive. We will also discuss with parents any referrals to outside professional's e.g. Learning Support.
- For children who are placed on the SEND register a Learning Plan will be written. These will be reviewed termly.

### **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. When working in partnership with parents we endeavour to understand the pressures they may be under because of the special educational needs of their child.
- 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 have home school contact books.
- The SENDCo is available sessions for parents to arrange appointments with.
- A range of other ways will also be used to keep you informed, which may include:
  - Learning Plans
  - Letters sent home
  - Parents evenings
  - Additional meetings as required
  - Newsletter
  - Text messages
  - Reports
  - School website
  - Meet the teacher sessions
  - Parent workshops and coffee mornings
- At the beginning of the school year parents 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 are always appreciative of any parent volunteers to help on school visits and parent volunteers in the classroom are actively encouraged.
- There are lots of ways parents can help and support their child through the PTFA. Offering to help before events or at other times during the year is so valuable.

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

- We use a child centred approach and pupils are involved in the decision making process as to the best support to be put in place to ensure that they make progress.
- One Page Profiles are used so that all staff have an overview of the whole child and to ensure that all pupils have full involvement in their own learning.
- A One Page Profile is completed for all children on the SEND register; 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 all 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**

- Progress is reviewed formally every term and each child's progress is discussed at Pupil Progress meetings.
- At the end of the year, Year 1 complete a phonics screening check, Year 2 and Year 6 are currently required to be formally assessed using Standard Assessment Tests (SATs). These are National tests which all schools are required to do and are used in order to assess whether the children are at the appropriate level in their development and to allocate support for those who do not reach the required level.

- The results for the end of Year 2 and Year 6 testing and the phonics tests are published nationally.
- 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. Minutes of these meetings are kept and these include the views of the child and the parents.
- Parents are invited to contribute with information for 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. These could be for the collecting of additional information or for the feeding back of findings.
- Parents are very welcome to contact the SENDCo to arrange a less formal meeting should they feel it necessary. An appointment or telephone call can usually be arranged at relatively short notice.
- 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 contact all of the feeder pre-schools in the summer term prior to them 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 those children who may find the transition difficult between home and school.
- Meetings will be arranged for those children who are already known to SEND Services to ensure school are aware of their needs and that the correct support is in place.
- When children leave our school, the children are invited to visit their new school for an induction day. The child's current class teacher, along with the SENDCo, meets representatives from the new school to share information and discuss those children with SEND, including those with an EHCP. Additional transition work is planned for, where necessary, to ensure that all children are fully prepared for the next stage of their education.
- In-school transition is supported with visits to the new class.
- For children who really struggle with change (e.g. those with ASD), booklets are made with pictures of new staff and the classroom in order to prepare the child for the new academic year and the changes they will face.
- When moving years in school, information about each child will be shared with their new teachers.

### **The approach to teaching children and young people with SEND**

- We will support each child in variety of ways depending on their individual needs. The first way is through quality first teaching, within the class, where learning tasks and resources will be differentiated and matched to the child's needs and will be overseen by the class teacher.
- Each term children are identified for intervention. This additional, targeted provision may be through small group or one to one work and can take place out of the classroom.

- A further specialist level of provision may involve children working individually with a member of staff to meet specific targets.
- The class teacher will set targets with each child and these will be outlined on an IAP and shared with all the staff who are working with the child and parents.
- Learning Plans 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;
  - 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.
- 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.
- Where children are identified as needing further intervention due to their level of need, a small group of children access the curriculum in Meerkat Class; our additional needs classroom led by the SENDCo and supported by 2 learning support assistants. Most children who access learning in Meerkat Class have an EHC plan or are in the process of being assessed for an EHC plan by Surrey County Council. Meerkat Class is funded by our school and supports children part-time or full-time.

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

- The Inclusion Leader has over 30 years of experience in this role. She has undertaken extensive training with the Speech and Language Therapy Service and has a Certificate of Professional Practice in Working with Children who have Specific Learning Difficulties.
- The SENDCO has the NASENCO qualification and has over 10 years' experience, in both mainstream and specialist settings, supporting and teaching children with a wide range of additional needs and those who demonstrate challenging behaviour and high levels of vulnerability. The SENDCo has developed and leads a bespoke curriculum in Meerkat Class; the additional needs classroom (years 1-6) for targeted pupils with SEND.

- One of our teachers 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.
- The Surrey SENCOs meet together each term so that information can be disseminated and to share good practice.

### **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.
- Schools receive funding, within the school's allocated budget, for all children including those with Special Educational Needs and Disabilities and their needs are met from this, (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £6,000 per year.
- If the assessment of a child's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will 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.
- The Senior Leadership Team decides on the best use of the school's funding for Special Educational Needs, in consultation with the school governors.
- All resources/training and support are reviewed regularly and changes made as needed in order to ensure value for money.

### **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 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. Should any child need support to access these activities, school endeavours to make the necessary arrangements.
- There is extended provision for all children from 7.30am to 6pm. Any child can access this.
- There is a holiday club available for the vast majority of the school holidays.

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

- The school ethos is one where 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.
- If a child needs medication parents need to complete a form giving us the permission and then the office staff can give it to them at any point during the school day as instructed.
- We recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behaviour needs. 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.
- We offer additional support (including Emotional Literacy Support Assistants) for children in the form of group work or one to one sessions where we help children to understand their feelings and develop empathy for others. This helps them to understand the impact of their actions on others. Small group targeted programmes are also delivered to pupils to improve social skills and emotional resilience abilities.
- 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. The Inclusion Leader and ELSAs meet with our link Primary Health Worker (PMHW) at least termly to seek advice.

### **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 – Educational Psychologist, Specialist Teachers for Inclusive Practice, Physical & Sensory Advisory Teachers, English as an Additional Language Service (REMA), Inclusion Officer and the ASD Outreach Service based at Linden Bridge.
- Health – Speech & Language Therapist, Occupational Therapist, Physiotherapist, School Nurse, Community Nurse, Primary Mental Health Worker and other Mindworks staff.
- Social Care – Social Workers, Outreach Workers
- Family Support Worker

Before the school make a referral we usually talk to 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 your child's class teacher. Further information and support can be obtained from the school office, SENDCO, Inclusion Leader or Co-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