



## **English Martyrs' Catholic Voluntary Academy SEND Information Report**

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## Identification of SEND

### **Definition of special educational needs (SEN) taken from section 20 of the Children and Families Act (2014).**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

At English Martyrs' Catholic Voluntary Academy, early identification of pupils with special educational needs and/or disabilities (SEND) is a priority. Initially, concerns may be raised through observations and discussions between parents/carers or staff members working with the child. The school also largely uses progress measures as a way of identifying that a child requires extra help, and identifying and supporting pupils with SEND is discussed termly at pupil progress meetings between class teachers and the Headteacher.

The signs that class teachers look for and discuss with the school's Special Educational Needs Coordinator (SENCo) are if children under their care:

- experience communication and/or interaction problems and make little or no progress despite receiving the quality first teaching and a differentiated curriculum
- make very little or almost no progress over a sustained period despite receiving quality first teaching
- work at considerably lower than year group and/or age related expectations
- have profound difficulties in developing English or mathematical foundational skills
- show persistent social, emotional or behavioural difficulties which impedes their learning
- have sensory/physical problems, and make little progress despite the provision of specialist support and/or equipment

### **What should I do if I think my child needs extra support?**

If you think your child requires additional support, or may have special educational needs, please make an appointment to discuss these issues, in the first instance, with your child's class teacher. They are usually available at the end of each school day or an appointment can be made if you feel you require a longer discussion. He or she will then work closely with the school's SENCO to assess your child's needs as well as ensure quality first teaching and any appropriate interventions are in place. Class teachers will be in regular conversation with parents/carers to feedback on any strategies put in to place. The class teacher and/or SENCO may arrange a further meeting with you if they feel that your child may need additional special educational needs support.

In terms of the prospective Reception cohort, we endeavor to make contact with current pre-school provision. We then work with this setting and the families to identify any new or emerging needs if they are apparent at this stage in their development. This leads to a supported transition period including teacher discussions, meetings, observations and additional transition visits, if this is feasible.

## Teaching and Learning

### **What kinds of special educational needs does the school/setting make provision for?**

Here at English Martyrs' Catholic Voluntary Academy, we are concerned with the growth of each and every child entrusted to our care. We strive to nurture their spiritual, academic, social and personal development, emphasising the teaching of Gospel values and the mutual respect we should all have for one another.

We have developed a whole-school approach to our Special Educational Needs policy, recognising the entitlement of all children to a broad, balanced and ambitious curriculum. Pupils who have special educational needs and disabilities (i.e. who have communication and interaction needs; cognition and learning needs; sensory and physical needs; and/or social, emotional and mental health needs) have full access to the curriculum and are included in all aspects of school life.

### **How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?**

Special needs provision is reviewed and evaluated at the school as part of an on-going cycle, providing a graduated response to the child's needs. As part of this, we assess, plan, do and review, and continue this cycle to ensure best provision is in place.



We assess children's performance using a wide range of strategies in order to measure their progress. This initial part of the cycle is about gaining information through analysing: standardised screening and specific diagnostic assessments; evidence from teacher observations and other curriculum assessments; children's performance within and across the curriculum; information from parents; and, information from external services.

Secondly, we plan provision and strategies that are aimed at addressing pupils' individual special needs and which help to overcome barriers to learning; and which aid in making appropriate progress. The planned provision and strategies are recorded on pupil progress forms and discussed within review meetings which also establish educational targets for pupils to achieve. The individual may have a PSP (Personal Support Plan) which creates a child centered approach in working towards these targets.

Next, we undertake the planned provision as set out on each individual child's targets – the aim being to make consistent and appropriate amounts of progress. This is in addition to the delivery of quality first teaching and an appropriately differentiated curriculum.

All parents and carers with children who have SEN are invited to a termly review of educational provision and progress. Parents of those children with an EHCP are invited to discuss their child's progress and the provision set out on their targets; as they feel necessary. Annual reviews and termly review meetings will take place to discuss progress and attainment; targets and objectives are reviewed and updated, before the next steps of agreed action are put in place.

This is an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the types of intervention that are most effective in supporting a pupil to achieve good progress and outcomes in the time between each review.

In addition to the evaluation processes built into the on-going cycle, pupil progress is also monitored on a termly basis when teachers meet to share information and data with the school's Senior Leadership Team. Teachers are required to track the individual progress of all children on the SEND register on a personalised

form with a more detailed commentary and their attainment levels. If an individual has a Personal Support Plan (PSP), this is regularly reviewed (at least once a term) with progress towards being evaluated and, if necessary, new targets are set. There is also a termly formal evaluation of the effectiveness of the school special educational needs provision carried out by the Headteacher in her report to the St. Ralph Sherwin CMAT, and a minimum of one audit report is made by the link governor for special educational needs which is overseen by both the Local Governing Body and Academy Trust.

### **How will both the school and I know how my child/young person is doing and how will the school help me to support their learning?**

As a school, we measure children's progress in learning against national and age-related expectations. Our class teachers continually assess each child, noting areas where they are improving and where further support is needed. As a school, we track children's progress from entry at the Early Years Foundation Stage through to Year 6, using a variety of methods. It is from our use of this systematic tracking that children who are not making expected progress are identified.

Pupil progress meetings take place half termly where teachers meet to share information and data with the school's Senior Leadership Team. Here discussions take place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.

When a pupil's targets are reviewed, comments are made against each target to show what progress the child has made. If the child has not fully met a target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to help ensure the child does make progress.

Other than the three consultations mentioned earlier, parents and carers are always welcome to make an appointment to meet with the class teacher and/or SENCO to discuss a child's progress. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If your child has special educational needs then the relevant information is recorded within pupil progress forms as well as their individual tracking form which helps form future targets on their Personal Support Plan (PSP). This is discussed on a half termly basis and parents are given a copy of their child's targets and are invited to give their input to the PSP at any point. The targets set are: "SMART" (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that a child will achieve each target by the time it is reviewed.

If your child has more complex special educational needs, then they may have an Education Health Care Plan (EHCP) or Statement which means that a formal annual meeting takes place to discuss your child's progress. A longer, more in-depth report is usually produced detailing progress and future plans of action; this is also overseen by the Local Authority. If your child has SEND top-up funding, this is also reviewed in a more formal meeting to discuss progress towards targets and discuss future outcomes.

### **What is the school's approach to teaching pupils with special educational needs?**

We believe that all children are unique and special; created by God and made in the image of God. The approach to teaching all pupils in school is set in this context – of a Catholic Christian school living out its mission. We therefore believe that all children are special and that they have the right to feel valued. They should feel able to make mistakes or succeed in a safe, happy and supportive environment so that they can learn to use their experiences as a learning tool to achieve success and build their self-worth and esteem.

Children with special educational needs and disabilities are taught within this inclusive Christian context. Curriculum activities are adapted appropriately to meet the needs of individual pupils with additional adult support given when required. This is usually through Teaching Assistants (TAs) who support in whole class lessons, small groups or through undertaking one to one work.

### **How will the curriculum and learning be matched to my child/young person's needs?**

The curriculum is reviewed annually by the Governing Body, Headteacher and Senior Leadership Team to ensure that it is fully inclusive of all pupils. Children with special educational needs and disabilities are given access to the curriculum through the specialist special educational needs provision offered by the school. In doing so every effort is made to educate pupils with special educational needs and disabilities alongside their peers in the mainstream classroom setting. Where this becomes difficult to achieve, the Headteacher and SENCO consult with the child's parents and carers as well as professionals from external agencies in order to agree upon the best provision for the child.

Class teachers take steps to provide differentiated learning opportunities that aid pupils' academic progress; this enables teachers to understand more fully the appropriate provision and teaching style required. Individual class teachers remain responsible for planning additional provision and for the overall delivery of the curriculum for children with special educational needs and disabilities on a day-to-day basis. The evaluation process measures the impact and quality of the various support and interventions planned by the class teachers.

### **How are decisions made about the type and amount of support my child/young person will receive?**

SEND support is coordinated by the Headteacher and SENCo who carefully monitor and review that individual targets are being met and that pupils' needs are catered for within the constraints of the financial resources available. The Headteacher, SENCo and Governing Body establish a clear picture of the resources that are available to the school and consider their strategic approach to meeting special educational needs within this context.

From this point decisions about the type and amount of support that children receive is informed by consultations between: the pupils; parents/carers; Class teachers; Headteacher and SENCO; outside agencies; Senior Leadership Team and Governors. By working closely with parents and external professionals we seek to cater for the needs of every child who has special educational needs, so they can achieve their potential. To achieve this goal, the type and level of support remains fluid depending on the specific needs of a child at any particular time.

If the needs and required provision for a child who has special educational needs meet the criteria for additional funding from an outside source, then a bid for that funding is written by the Headteacher or SENCO to further aid the support for that child.

### **What training have staff supporting special educational needs had and what is planned?**

The Headteacher and SENCO attend relevant special educational needs courses, including local school's special educational needs meetings. From these, they are able to facilitate/signpost relevant special educational needs training opportunities for all staff. In so doing, teachers access out of house training where necessary; there are regular INSET days and staff meetings which have a focus on special educational needs. There is also training from the school nursing team and other outside agencies as and when needed. Finally, we plan our staff training around the needs of the children we currently have in school. This is reviewed on an ongoing basis as the needs and circumstances of the children change.

### [Accessibility, inclusion and pupil wellbeing](#)

#### **How accessible is the school/setting? How will equipment and facilities to support pupils with special educational needs and/or disabilities be secured?**

English Martyrs' is a single level school with wheelchair access to the main entrance. There are two disabled toilets located within the building. There is one disabled parking bay at the front of the school, directly opposite the main entrance. Funds are available within the school budget if adaptations to the school building are necessary. The allocation of funding (including the allocation of equipment and facilities) is reviewed on a regular basis to ensure special educational needs provision is effective and best value for money. Every effort is made to cater for the unique needs of each individual pupil with any specialist equipment being applied for through the appropriate channels. This ensures all our pupils have full access to all aspects of school life.

#### **How will my child/young person be included in activities outside the classroom, including school trips?**

As a school, we highly value the benefit of education outside of the classroom and believe that all children have the right to participate in these experiences. Prior to trips being made, pre-visits are usually made by members of staff and a risk assessment is carried out. All risk assessments consider the needs of children with special educational needs. Where necessary, members of staff meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of a lunch time or after school club.

#### **What support will there be for my child/young person's overall well-being?**

##### **At English Martyrs' we walk with Jesus and**

Love one another  
Inspire and respect  
Grow in friendship  
Have faith  
Trust in God

The school community adheres to and shares these values. In our last Ofsted inspection, it was reported: *"The exceptionally high standard of care, guidance and support is greatly supporting the good personal development of the students."* And in our most recent Canonical Inspection, it was noted that: *"The children benefit from very high quality care whatever their individual needs may be. Each child is known personally at English Martyrs'."*

Our **PSHE curriculum** covers a range of topics which celebrate diversity, including neurodiversity, and inclusion. It also covers stereotypes and bullying, equipping children with the knowledge and confidence to highlight any form of exclusion they may come across. All children are invited to attend lunch time sessions in our **"Light Room"** ran by members of staff. These have included "Anti-stigma" discussions, meditation and mindfulness activities as well as spiritual well-being and relaxation, and allow children to talk about their problems and develop strategies to support their own well-being.

For children who need additional support for their emotional wellbeing, we have additional and more bespoke interventions available. These have included the Derbyshire Behaviour Box, Drawing and Talking therapy and gardening clubs.

Mrs McElhone and Mrs Thompson continue to run a **nurture group** in school in conjunction with teaching staff and the parents of those children who it is felt have some gaps in their: social skills, ability to engage appropriately with their peers and low self-esteem. *“The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.” (Nurture UK)*

We also have a trained **ELSA (Emotional Literacy Support Assistant)**. *“ELSA was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. It recognises that children learn better and are happier in school if their emotional needs are also addressed”* (ELSA Network, 2020). ELSA is an initiative developed and supported by educational psychologists who apply psychological knowledge of children’s social and emotional development to particular areas of need and to specific casework. Mrs McElhone has undertaken ELSA training and receives regular supervision with an educational psychologist. She works 1:1 or with small groups looking at social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.

A **Rainbows** group can also be run which provides peer to peer support (led by trained staff) for children who may be suffering from bereavement or loss. This could be the death of a loved one, parents divorcing, or simply a house move which may have left the child feeling bereft for the friends/home they once had. Five members of staff have received the Rainbows training.

Further information can be found at:

**ELSA** <https://www.elsa-support.co.uk/>

**Nurture UK** <https://www.nurtureuk.org/>

**Rainbows** <https://rainbowsgb.org/>

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### *Working in partnership*

English Martyrs' Catholic Voluntary Academy values its strong and active partnership with parents/carers, as well as outside agencies, and believes this will enable children and young people with special educational needs to achieve their potential.

#### **Who is the school/setting's special educational needs co-ordinator (SENCo) and what are their contact details?**

The person coordinating the day to day provision for children with special educational needs is the SENCo, Mrs Lawrence, who can be contacted through the school office via telephone: 0115 9733209; or by email: [enquiries@eng.srscmat.co.uk](mailto:enquiries@eng.srscmat.co.uk)

#### **What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?**

In the first instance, parents are encouraged to speak to their child's class teacher with any questions or concerns; these meetings can be informal or arranged. Two formal parents' evenings are held in the Advent and Lent terms, and a full written report is issued in the Pentecost term. In line with the SEND Code of Practice (2015), three additional meetings are held for parents of children with SEND to review and discuss targets and achievements from the child's Personal Support Plan (PSP). The Headteacher or SENCO will attend meetings for children with more complex needs or whenever the class teacher or parent requests attendance. Parents can make an appointment to see the Headteacher or SENCO via email or by ringing the school office.

#### **What are the arrangements for consulting young people with SEN and involving them in their education?**

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out when observing lessons or by the children themselves through their class and whole school liturgy groups. There are also annual pupil questionnaires where we actively seek the viewpoints of the pupils. In addition, children who have Personal Support Plans (PSPs) discuss and set their targets with their class teacher and parents. Furthermore, if your child has an Education Health Care Plan (EHCP) then their views are always sought before any review meetings.

We recognise pupil participation and pupil voice is a fundamental right of the child. This is reflected in their involvement in collaborative decision-making throughout all year groups and within the day to day delivery of the curriculum to ensure a child centered approach.

#### **What specialist services and expertise are available or accessed by the setting/school?**

The school also recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with special educational needs. External support services may be asked to provide further assessments and advice, and possibly work directly with a pupil. Parental consent is sought for any such additional involvement.

Where appropriate, the school also requests direct intervention/support from a specialist provider. These include from time to time: Family support; Speech and Language Therapy (SALT); Behaviour Support Specialists; Health Professionals, including – GPs, the school nurse, the clinical and educational psychologist, community paediatricians, occupational and physiotherapists, Physical Disabilities Service; social services; CAMHS/EHWB (Child and Adolescent Mental Health Service/Emotional Health and Well Being); Faith in Families and outreach services including voluntary organisations.



**How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The Headteacher reports to the Governing Body and Academy Trust every term to inform them about the progress of children with special educational needs; this report does not refer to individual children and confidentiality is maintained at all times.

In turn, the Governing Body ensures that appropriate provision is made for all pupils with special educational needs and also monitors special educational needs support via a report provided by the Headteacher and SENCo in conjunction with the link governor for special educational needs. They agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

The Governing Body recognise the importance of continuing professional development for all staff and support access to special educational needs training. They also recognise the important contribution that external support services make in assisting to identify, assess, and provide for, special educational needs pupils.

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## Transition

### **How will the school/setting prepare my child/young person:**

#### **i) to join the school/setting?**

We encourage all new children to visit the school prior to starting; this provides an opportunity for them to be shown around the school. For children with special educational needs, we encourage additional visits in order to assist with the acclimatisation of their new surroundings. We also endeavor to visit new starters or children with special educational needs in their current school/nursery and discuss current provision with teachers to enable successful strategies to be transferred across to our setting, if appropriate. At this point we sometimes find it useful to write social stories if transition is potentially going to be difficult.

#### **ii) to transfer between phases of education (e.g. early years to primary, primary to secondary etc)?**

We acknowledge that transition can be a difficult time for some children and their parents/carers. English Martyrs' Catholic Academy aims to support families through this time of change to ensure the transition is as smooth as possible. This will involve the sharing of information and careful planning to provide any additional requirements such as an extra visit to the new environment so the child and family can become familiar with the new setting.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher. All information will be shared with the new teacher.
- In Year 6:
  - The SENCO / year 6 teachers will attend the Primary Transition meetings to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for some students, as appropriate.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

In addition our partner secondary schools; Saint John Houghton Catholic Voluntary Academy and The Becket run programs specifically tailored to aid transition for the more vulnerable pupils.

In certain circumstances, where physical visits are not possible, virtual contact will be arranged. In all instances, children will be involved in preparing and creating transition booklets to support their move to a new year group, Key Stage or school.

#### **ii) for adulthood?**

Preparation for adulthood starts at an early age. At English Martyrs', we encourage all of our pupils to dream big. Through our curriculum, we explore possibilities for all children's futures, for example through visits to different secondary school settings and career fairs.

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### [Additional information](#)

#### **What do I do if I have a concern or complaint about the SEN provision made by the school/setting?**

We would always encourage any parent or carer who has any concerns or complaints regarding the care or welfare of their child with a concern to speak to us. The class teacher, SENCO and Headteacher will always be happy to work with you regarding any concerns.

If needed, the school complaints procedure is published on the school website. This can be found at: <http://www.englishmartyrs.derbyshire.sch.uk>

If needed, a parent or carer can also follow the St. Ralph Sherwin CMAT Complaints Procedure available at: <https://primariesite-prod-sorted.s3.amazonaws.com/st-ralph-sherwin-catholic-mat/UploadedDocument/ccb940e3c30d4da9bac8af459086d9c4/nrcdes-complaints-procedure-feb-2019.pdf>

A parent may also wish to seek external advice from the Derbyshire Information, Advice and Support Service for SEND (DIASS) <https://www.derbyshireiass.co.uk/>

#### **Where can I access further information?**

**School website** <http://www.englishmartyrs.derbyshire.sch.uk>

*Here you can read the Special Educational Needs Policy and any other policy which may be of interest. If you do not have access to the internet please contact the school office via telephone (0115 973 3209) or by email [enquiries@eng.srscmat.co.uk](mailto:enquiries@eng.srscmat.co.uk)*

**Derbyshire Local Offer** <https://localoffer.derbyshire.gov.uk/>

*The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.*

**Derbyshire Parent Forum** <https://derbyshireparentforums.co.uk/>

*A registered charity which is run by parent/carer volunteers with children/young people with Special Educational Needs and/or Disabilities. They organise parent participation, providing the opportunity to talk about all the services they receive in Derbyshire.*

**DIASS (Derbyshire Information, Advice and Support Service for SEND)**

<https://www.derbyshireiass.co.uk/home.aspx>

*DIASS provides independent information, advice and support to children and young people with special educational needs and disabilities (SEND), as well as their parents and carers. They are impartial, confidential, and works at arm's length from the local authority. Their advice is free and accessible to all parents of children with SEND.*

**Nottinghamshire Local Offer** [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

*The Local Offer brings together useful information across education, health and social care within one website where you can find information, advice and guidance and a range of provider services listed who support children and young people with SEND.*

**Ask Us Nottinghamshire (formerly the Parent Partnership Service)**

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=YmqugCdb3a4>

*Advice for families with a child with a disability or special educational need. Confidential and impartial information, advice and support on special educational needs and disability matters for parents/carers of children/young people with SEND and for the children/young people themselves.*