

---

# English Martyrs Catholic Voluntary Academy



---

*"We learn and grow as a family following in the footsteps of Jesus."*  
**September 2020**

---

## **Our Local Offer for Children with Special Educational Needs or Disabilities (SEND)**

At English Martyrs CVA, staff and governors believe that every child has the right to the best education that we can possibly provide. We recognise that individuals are unique in their interests, abilities, motivation and learning needs and this diversity is acknowledged and valued. Teaching and life at English Martyrs is underpinned by faith and living out Christian values, including the belief that all children and adults deserve to be treated fairly and equally. To this end, our school is seen as an inclusive and caring school, where teaching and learning, behaviour, standards and leadership and management have been graded as 'Good' by Ofsted in our most recent Ofsted report (June 2016) Ofsted stated: "Pupils conduct themselves extremely well in class and around the school. Their attitudes towards learning and towards one another are exemplary. This is testament to the school's strong ethos of care, support and tolerance"

We believe all children should receive the opportunity to develop their unique personal, academic, physical and spiritual potential in all areas of school life. This document is intended to give information regarding the ways in which we ensure we support all pupils, including those with a special educational need or disability (SEND), realise that potential. It may not list every skill, resource and technique that we employ, as these are continuously developed to ensure that they meet the requirements of individual pupils. We offer a broad, balanced and enriched curriculum that meets the needs and interests of all pupils and promotes high levels of achievement, along with good behaviour and successful progression to the next stages of learning. We achieve this through 'Quality First Teaching' using lively, interactive teaching styles and making maximum use of visual and kinaesthetic as well as auditory/verbal learning. We believe this approach is the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. Teachers are continually aware of children's learning and behaviours. Through regular assessment and monitoring pupil progress, we ensure that pupils' progress is at least good if not outstanding. When pupil progress is below that expected in spite of 'Quality First Teaching', the SEN Code of Practice 2014 recommends: 'if a child is observed making less than expected progress given their age and individual circumstances further action will be taken.'

Children may also be identified as having a disability, such as epilepsy or Cerebral Palsy. Pupils identified as having special educational needs may or may not have a disability, and disabled pupils may or may not be identified as having a special educational need. Meeting the needs of pupils with special educational needs or a disability is the responsibility of all teachers and teaching staff, and pupils' needs are usually met through a graduated, bespoke personalised learning approach and differentiated curriculum. The

SENCO will support staff to meet these needs. All lessons are differentiated to enable all abilities to achieve. In a mixed ability setting, differentiation takes place through individual tuition, small group tuition, classroom support and structured material resources. Many of the everyday practices and procedures that we have in place in our school such as signage and visual timetables, create a positive impact for many children.

Support and interventions to target an individual's area of difficulty will be put in place as appropriate. These will be planned and delivered by the teacher and teaching assistant and will be monitored by the SENCO. All identified pupils have a pupil passport and provision is mapped by the class teacher for individual and class needs so that the support offered can be monitored. If the interventions and resources that are put in place do not enable improvement and pupils are displaying a greater difficulty in learning than the majority of children at their age, pupils are identified as having Special Educational Needs.

At this point children will have pupil passports written which help support their learning and development. These set targets are closely monitored by the class teacher the SENCO, the pupil and parent. Some children, those with very high needs and working well below the level that would be classed age appropriate, may require further additional support. The SENCO will work in conjunction with the class teacher to develop an individual provision map for the pupil and to gather evidence and provide details of the views of the child, their attainment over time, any advice given by an external agency, health needs, social care needs, agreed outcomes, and provision. The child can then be assessed for an Education, Health and Care Plan (EHC Plan) if required.

At all stages, concerns about a child's progress and next steps will be communicated with parents either by the class teacher or the SENCO. Parents may also approach the school with a concern about their child and this will be investigated. Frequently, the concern can be addressed by Quality First Teaching and/or parental support. Otherwise, a graduated response is implemented by the school. This may result in the child being placed on the SEND register and a pupil passport being written, or an Education, Health and Care Plan (EHC Plan) being sought.

If parents have any concerns or wish to discuss their child's needs further, please make an appointment with the class teacher initially, or the SENCO will be happy to meet you by appointment made at the office.

Our school SENCO is Mrs Catherine Scott.

Our SEND governor is Mrs Sue Hooley.

Our Designated Safeguarding Leads in school are Mrs Alison Chambers, Mrs Catherine Scott and Mrs Karen Emmerson.

If you would like further information please refer to the Special Educational Needs and Disability Policy on the school website, or contact us directly.

Further information on local help and support can be obtained from Rutland County Council's website:

<http://fis.rutland.gov.uk/kb5/rutland/fsd/localoffer.page?familieschannel=5>

## 1. School Entitlement Offer to Pupils with Additional Needs

<p>Communication and interaction needs</p>	<p>Autistic Spectrum Disorders</p> <p>Speech Language and Communication Needs</p>	<p>The school SENDCo assesses pupils and address their needs with support from a</p> <ul style="list-style-type: none"> <li>• speech and languagespecialist whilstalso supporting staff and providing the necessary training for support staff.</li> <li>• The school organises multi-agency communications to support and ensure that the individual needs of the pupil are met.</li> <li>• We put in place routines to support individual needs and to accustom pupils to the daily routines of school life e.g. by creating a visual timetable.</li> <li>• Early on, we establish the level of a child's form of communication and put in place systems to accommodate this.</li> <li>• Where necessary a referral would be made for Speech and Language therapy and any recommendations made would be fully implemented.</li> </ul> <p>Use of child friendly pupil passports- pupils, parents and staff are all involved in</p> <ul style="list-style-type: none"> <li>• the formulation, review and implementation of these documents.</li> </ul>
<p>Cognition and Learning Needs</p>	<p>Moderate Learning Needs</p> <p>Severe Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• Whole school policies are evaluated annually to ensure inclusion and progress for pupils with SEND.</li> <li>• Behaviour policies are evaluated regularly with a focus on the impact upon pupils with SEND.</li> <li>• Staff and governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.</li> <li>• The SENDCo has national accreditation in this role and provides advice and guidance to staff.</li> <li>• Support and advice is sought and implemented from the LA and any external agencies to ensure any barriers to successes are fully identified and responded to.</li> <li>• All support staff are effectively deployed to ensure pupil progress, independence and value for money.</li> <li>• Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation process.</li> <li>• All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of pupils with SEND.</li> <li>• Communication with parents/carers is of paramount importance- parents are invited to IEP reviews three times a year in addition to parent consultations and annual reports. ( EHCP )</li> <li>• The school encourages parents/carers to work in partnership with them to support their children.</li> <li>• The engagement of parents/carers in formulating plans to support their children is central to the work of the school.</li> <li>• The school has an effective assessment process which identifies barriers to learning and provides appropriate action to reduce any negative impact upon pupil progress.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> </ul>
<p>Behavioural, social emotional and needs</p>	<p>Social Emotional needs</p>	<ul style="list-style-type: none"> <li>• Our school has a very calm and caring atmosphere that is supportive of all needs.</li> <li>• We have a very effective behaviour and discipline policy based on Gospel Values.</li> <li>• All positive behaviours are praised and celebrated.</li> <li>• The school ethos values all pupils and their diverse abilities are equally celebrated.</li> <li>• We believe in compassion and forgiveness, therefore a new and positive start is always encouraged after a slip in behavioural expectations.</li> <li>• The giving of responsibility and trust grows responsible pupils.</li> <li>• Our older children work closely with younger ones and demonstrate expected behaviours that are then emulated.</li> <li>• We offer an open door policy so that children know they can speak with the Head Teacher and other members of staff both teaching and non teaching when they need to.</li> </ul>

		<ul style="list-style-type: none"> <li>• External guidance is sought and recommendations followed to support individual pupil's needs.</li> <li>• Support is always on hand if the need arises e.g. bereavement counselling, a listening ear regarding a dispute at school or at home - the headteacher's door is always open to troubled children.</li> <li>• The School is implementing the Learning Muscles programme to promote resilience, responsibility, resourcefulness, reasoning and reflection all of which help to instil confidence and independence in all pupils as well as mindfulness in KS2.</li> <li>• Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• Small group targeted intervention programmes are delivered to pupils to improve social skills and emotional resilience.</li> <li>• Behaviour management systems in schools are based upon encouraging pupils to make positive decisions about their behaviour choices.</li> <li>• The school provides effective pastoral care for all of its pupils.</li> <li>• Pupil voice mechanisms lead to change in school practices and procedures and encourage a greater level of involvement.</li> <li>• Social, Moral, Spiritual and Cultural (SMSC) development is evident in teaching and learning within school through our Statements to Live By.</li> <li>• The school uses systems to try their best to ensure that peer friendships are maintained and that no pupil feels isolated.</li> <li>• Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.</li> </ul>
Sensory and Physical Needs	<p>Hearing Impairment</p> <p>Visual Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> <li>• An accessibility plan is in place that takes account of the physical need of children and adults.</li> <li>• Advice and guidance are sought and implemented from outside agencies to ensure barriers to success are reduced or removed for those pupils with physical and medical needs.</li> <li>• All staff receive annual training in use of Epi-pens.</li> <li>• Selected staff receive training in specialist medical procedures to support pupils with specific physical needs.</li> <li>• All staff are trained in paediatric first aid.</li> <li>• Transfers plans when required are in place for movement between equipment during the day.</li> <li>• ICT is used to increase access to the curriculum where appropriate.</li> <li>• Adults are deployed appropriately to increase a pupil's success and independence.</li> <li>• Staff understand and implement the medicine administration policy.</li> <li>• The SENDCo completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.</li> <li>• The school works hard to ensure that parent/carers are able to work in partnership with them to support their children.</li> <li>• All entrances to the school enable wheel chair access.</li> <li>• The school has an accessible toilet.</li> </ul>
<b>2. School offer to pupils who require support that is "additional to and different from" that received by other pupils.</b>		
Pupils with English as an Additional language (EAL)	As for 1, the Head teacher, SENDCo and other members of staff have experience in this area.	
Pupils from Military families	As for 1	
Looked After children	As for 1. Please refer to section Looked after Children policy.	
Minority Ethnic and faith groups	As for 1. Support of specialist agencies sought if necessary.	
Pupils with medical needs	As for 1, plus involvement of the health services, school nurse	
Pupils at risk of exclusion	As for 1, plus involvement of Education psychologist and Inclusion Team based at LA.	
Pupils from alternative gender groups	As for 1	
Traveller Groups	As for 1, plus support from LA. Currently not applicable.	
Pupils from families under stress	As for 1 plus involvement of Early Help and referral to CAMHS	