

St Martin's School

Special Educational Needs & Disability Policy

Introduction

Every pupil at St Martin's is important and valued as an individual. We are committed to ensuring that all our pupils are given the opportunity and support to achieve their potential in all areas of the curriculum. This policy aims to outline how we support children with SEND so that they are fully included in the St Martin's family and feel supported to achieve in line with their peers and potential.

Aims

St Martin's is an inclusive school that aims to provide all pupils with:

- A broad and balanced curriculum.
- A wide range of extra-curricular activities.
- Praise and recognition for effort and achievements.
- Assessment and monitoring of progress against our high expectations.
- Individualised target setting, support and guidance for areas of need and interests.

Our commitment

St Martin's are committed to ensuring the best inclusive provision for our pupils by ensuring the 'Assess, Plan, Do Review' model is part of our Inclusive Practise, including:

- Early identification of SEND at admission or as soon as concerns arise.
- Assessment and support of individual needs.
- Access to the curriculum and all other provision at school.
- Teachers will be aware of individual requirements and enhance teaching to incorporate necessary provisions.
- We will develop effective partnerships with external specialist professionals to gain in-depth training and advice.
- Communicate with parents and carers about each child's needs, provision, progress and targets.
- Support the mental wellbeing of children with SEND and their families.

Definition

NHS England explain that:

"A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND"

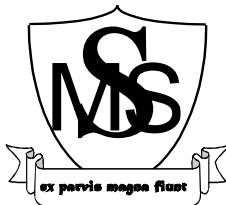
At St Martin's we recognise that SEND covers a wide range of needs within the following categories:

- Pupils with cognition and/or learning difficulties (mild, moderate or severe) that can be general or specific to one curriculum area.
- Pupils with communication and language needs.
- Pupils with social, emotional or mental health needs.
- Pupils with sensory, physical or medical conditions that may or may not affect access to the curriculum and learning.

SENDCO Role

St Martin's SENDCO will support the SEND pupil, families, teachers and support staff by:

- Overseeing the day-to-day operation of this policy.
- Co-ordinating the provision for all SEND pupils including staffing, resources and interventions required.



- Liaising with colleagues who plan interventions to ensure they are effective.
- Developing partnerships with external specialist professionals to gain in-depth training and advice.
- Managing the SEN HLTA and 1:1 staff in their roles.
- Communicating with parents, via termly IEP meetings, regarding the child's needs, provision, progress and targets.
- Overseeing the record keeping of SEND documentation including IEPs.
- Monitoring and evaluating the provision and reporting to the SEN governor.
- Creating an annual action plan, in line with the school improvement plan, that identifies training and resourcing needs.

Identification

Early identification of SEND is key to ensuring pupils get the necessary support as soon as possible and prevent them from falling behind their peers. At St Martin's we:

- Aim to identify SEND needs at admission with a secondary assessment where concerns are raised.
- Encourage parents to raise any concerns with the class teacher in the initial parent meeting in October.
- Train all staff, particularly those in a teaching role, to raise concerns with the SENDCO as soon as possible. These may be flagged as a result of observations, teacher assessments, formal tests, SLT standard checks or playground monitoring.
- Respond to and engage with any external agency contact and subsequent information.

Teaching Staff

St Martin's teaching staff will support SEND pupils by:

- Ensuring full awareness and understanding of the child's needs using transition meetings, conversations with the SENDCO, reading of the IEP and early conversations with parents.
- Participating in training and CPD as necessary to fully support children with SEND.
- Making and using accurate and relevant assessments to inform planning.
- Planning and providing differentiated, adapted and enhanced learning opportunities to enable SEND pupils to fully access the curriculum and progress.
- Helping children to manage their emotions and mental wellbeing.
- Maintaining informative tracking records of the child's progress and provision.
- Liaising with parents about their child's needs, provision, progress and targets.

Parents and Carers

At St Martin's, we are fully committed to working in a three-way partnership between school, parent and child. We believe that this partnership is key to ensuring all pupils, particularly those with SEND, are able to reach their full potential. We recognise that parents are the expert in their child and hold vital information, knowledge and experience of their child, their needs and strategies to support them. We endeavour to fully include parents and carers in their child's education.

Inclusive Practise

St Martin's teaching staff will support SEND pupils by:

- Ensuring full awareness and understanding of the child's needs using transition meetings, conversations with the SENDCO, reading of the IEP and early conversations with parents.
- Participating in training and CPD as necessary to fully support children with SEND.
- Making and using accurate and relevant assessments to inform planning.
- Planning and providing differentiated, adapted and enhanced learning opportunities to enable SEND pupils to fully access the curriculum and progress.



- Helping children to manage their emotions and mental wellbeing.
- Maintaining informative tracking records of the child's progress and provision.

SEND Support Levels

At St Martin's we have different levels of support intervention as outlined below:

- Initially, children who have been identified as having some gaps in learning or minor SEND will be supported in class with differentiated work or resources which support identified learning needs. In the case of gaps in phonics understanding, they may join a phonics group. Progress will be monitored.
- Individual Education Plan (IEP) – Children who require more targeted support in one or more areas of the curriculum, may be placed on an IEP with individual targets which will be determined by the class teacher in discussion with the SENDCo.
- Should termly assessments show that progress in meeting agreed IEP targets remain, a concern the SENDCo may recommend to parents that further assessment is sought. This may be accredited professionals such as Educational Psychologists or Speech and Language Therapists/Other. These assessments can be carried out through the local authority or via private appointment. The SENDCo may recommend that 1:1 support from a learning support assistant (LSA) will improve the child's access to the curriculum.
- Educational Health Care Plan (EHCP) – Accessed through a request to the Local Authority when there is recognition that support is required outside of what is reasonable within the educational setting. Parents/ School can apply for an EHCP plan for an individual.

Written by: Mrs Davies (SENDCo)

Ratified by: Governors

Policy date: November 2024

To be reviewed: November 2025