St Martins School

Special Educational Needs and Disability Policy

24/27

Policy Date:	September 2024
Next Review Date:	June 2027 - or sooner should updates be required
Policy Owner:	Senior Leadership Team

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND including the SEN Code of Practice
- Set out how our school will:
    - Support and make provision for students with special educational needs and disabilities
    - Provide students with SEND equal opportunities to access all aspects of school life
    - Help students with SEND fulfil their aspirations and achieve their best
    - Help students with SEND become confident individuals living fulfilling lives
    - Help students with SEND make a successful transition into adulthood
    - Communicate with students with SEND and their Parents/Carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their Parents/Carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

St Martins is an 11-19 provision, commissioned for 205 children with learning difficulties and associated complex needs including autism, moderate learning difficulties, social emotional mental health concerns, sensory needs, anxiety and physical, visual or hearing needs. St Martins is part of the Shaw Education Trust. All students who attend St Martins have an Education, Health and Care Plan.

St Martin's success comes from our ethos 'We Learn, We Respect, We're Family'. We support our students to develop valuable skills and attitudes that prepare them for adulthood and in-turn, we 'Shape Successful Futures'.

We expect all of our staff to deliver high quality, stimulating and dynamic lessons, where every teacher is a consistently good teacher. We expect all students to be challenged and make good progress in their learning.

Students of all ability levels will be given equal opportunities to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows students to feel safe and flourish. We aim to empower our students to understand how to learn as well as striving to teach them what to learn.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities

- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all students are equally included in all aspects of school life.

5. Definitions

5.1 Special Educational Needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The four areas of need

The needs of students with SEND are grouped into four broad areas. Students can have needs that overlap across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time. All students will have a 'Personal Learning Goal' on Evidence for Learning to outline short term targets based on their EHCP outcomes.

AREA OF NEED	
Communication and Interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and Learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, Emotional and Mental Health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or Physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment • Sensory processing disorder These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Assistant Head Teacher: Heather Woodward

They will:

- Inform any Parents/Carers that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the head teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, Parents/Carers, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching

› Advise on the approach to providing SEN support and differentiated teaching methods appropriate for individual students

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the head teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the head teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the head teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the head teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Academy Council

The Academy Council is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need

Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND

- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for students with SEND
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND

6.3 The SEND Link Academy Councillor

The SEND Academy Councillor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Head Teacher

The head teacher will:

- Work with the SENCO and SEND link Academy Councillor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and Academy Councillors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to students needs
- The progress and development of every student they teach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Working alongside external professionals following advice and ensuring implementation of programmes including; Speech and Language; Educational Psychologist; Occupational Therapist; Visual Impairment support.
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the student and the school
    - Listen to the parents' concerns and agree their aspirations for the student

6.6 Parents or Carers

Parents/Carers should inform the school if they have any concerns about their child's progress or development.

Parents/Carers will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to annual reviews to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given a report on the student's progress once a year with discussion at Parents/Carers evenings (three times a year)

The school will take into account the views of the Parents/Carers in any decisions made about the student.

6.7 The Student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress
- Monitoring and Evaluation: learning walks, observation and scrutiny
- Using student questionnaires/student voice
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents
- Working with the LA and reviewing provision for the cohort of students
- Advice and support from external professionals and the team within the trust
- Termly QA visits from the Trust School Improvement Team
- Curriculum and staff skills audit

9. Expertise and training of staff

All staff will receive a minimum expectation training package to ensure that they have the skills necessary to support the needs of our school community.

Weekly staff development sessions provide an up to date CPD programme for staff.

Through Appraisal and in line with whole school improvement and changing needs, senior leaders will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Where individual students require specific support training will be provided to their most regular staff.

Staff are fully supported and encouraged to attend networks within the trust and wider local authority to share best practice and work collaboratively with colleagues for a city/trust wide approach.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

All students who attend St Martins have an Education, Health and Care plan.

Students considered for placement will:

- on leaving Key Stage 2 (Age 11) at least 2 years or below of chronological age
- on leaving Key Stage 3 (Age 14) working at Entry Level – Level 1
- Will have additional needs which may include;

- Attachment disorder

- Autism Spectrum Condition

- Attention Deficit Hyperactivity Disorder

- Social Emotional Mental Health

- Physical Disabilities

- Sensory Impairment (VI, HI, MSI)

11.2 Accessibility arrangements

The schools accessibility plan can be requested from our school office by contacting Executive School Business Manager Mary Jackson. Our accessibility plan covers how we:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled students

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher and KS Lead. We will try to resolve the complaint

informally in the first instance. If this does not resolve their concerns, Parents/Carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance.

If the Parent/Carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services, or require any independent information or advice in our local area, you may wish to seek advice from SENDIASS. You can request mediation by contacting https://derbysendiass.org.uk/

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- Staff awareness of students targets identified in their EHCP
- Students' progress and attainment in line with expectations of students with similar start points
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their families

13.2 Monitoring the policy

This policy will be reviewed by the Headteacher and SENCO every three years, or as and when changes are required following any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full Academy Council.

14. Links with other policies and documents

This policy links to the following documents

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding policy
- Complaints policy