

School Information Report



Policy Date:	September 2025
Review Period:	1 Year or sooner should updates be required
Date of last Review	July 2026
Policy Owner:	Senior Leadership Team and SENCO

Our Vision:

St Martins is a happy, safe and caring learning community where relationships are built on mutual respect and everyone is valued.

Within our aspirational environment, learning empowers everyone—through hard work, encouragement and positive contribution—towards independence and a successful future.

At St Martins, we focus on “Shaping Successful Futures.”

At St Martins we are:

- Like a family because we trust each other.
- A place where people are kind, helpful and show respect.
- A community where everyone feels safe, valued and included.
- Proud of who we are and what we can achieve.
- Supportive of one another, celebrating successes big and small.
- Encouraging, positive and always willing to try new things.
- Resilient and ready to keep going, even when things feel challenging.

St Martins can:

- Support every learner to reach their goals.
- Provide personalised learning tailored to individual needs.
- Build confidence so students believe in themselves.
- Offer opportunities to develop life skills, communication and independence.
- Create an environment where students feel motivated and ready to learn.
- Help students build friendships and positive relationships.

St Martins will:

- Prepare students for adulthood and increase independence.
- Provide a curriculum that supports learning, wellbeing and future pathways.
- Work closely with families and professionals to meet every student's needs.
- Promote confidence, resilience and self-advocacy.
- Equip learners with the skills they need for a successful and meaningful future.
- Encourage students to make positive choices and take pride in their progress.
- St Martins is a place where staff and students come together to learn, grow and achieve. We are committed to building confidence, celebrating individuality and ensuring that all learners feel valued and supported.

SEND Information Report:

This SEND Information Report outlines how we support all our students so they can thrive and fulfil their individual potential. We aim to create a 'can-do' culture, where staff, students and parents/carers work together to provide the best possible learning opportunities based on students' strengths, needs and starting points.

Our goal is to enable every young person to live a happy, confident and purposeful life.

The required information for this SEND Information Report is set out in the Special Educational Needs and Disability Regulations 2014, Schedule 1: Information to be included in the SEN information report, available at:

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

1. What kinds of Special Educational Needs does St Martins provide for?

Our Context:

St Martins joined the Shaw Education Trust in May 2020. Within our main school, we support students aged 11–16 (Year 7 to Year 11). We also offer high-quality provision for 16–19 year olds through our Horizons Sixth Form, located in the city centre at Friar Gate Studios

In addition, St Martins runs a DFN Project SEARCH programme — a supported internship for Post-18 students. This is currently delivered in partnership with Derby Royal Hospital and the University of Derby, providing real-world experience and pathways into employment.

St Martins is co-located on the Derwent Campus, sharing a site with Noel Baker, a mainstream secondary school. This inclusive and collaborative environment provides unique opportunities for shared learning, community engagement and enriching experiences.

Within this exciting setting, we have developed a creative, ambitious and personalised curriculum, underpinned by the five key elements of the SHAPE concept, ensuring every learner is prepared for adulthood and successful futures.

Students at St Martins may have:

- Autistic Spectrum Disorder (ASD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Social, Emotional and Mental Health Needs (SEMH)
- Additional or complex needs such as a physical disability, medical condition or communication needs.

Classes are organised primarily by age within Key Stages, although some learners

with more complex needs may be grouped according to the support required. These smaller, highly personalised learning environments allow students to feel safe, supported and ready to learn.

Students in Years 7–11 are based at the main St Martins site, with the offer of attending our Post 16 site, Horizons, based at Friar Gate Studios.

How do we identify and assess students with SEND?

All students on roll at St Martins have an Education, Health and Care Plan (EHCP) which outlines their special educational needs and the provision required to support them.

At St Martins, teachers and support staff carefully monitor the progress, wellbeing and development of every student. If a teacher has any concerns that a student is not making expected progress—academically, socially, emotionally or in terms of independence—they will seek advice from the SENCO at the earliest opportunity.

The SENCO works with staff to plan and implement targeted support, which may include:

- Small-group interventions
- Personalised learning strategies
- Adjustments to teaching approaches
- Individual support to develop communication, social or independence skills
- Access to the wellbeing team for emotional support.

If these approaches do not lead to improved progress, the SENCO or a member of the Senior Leadership Team may recommend additional assessment, temporary increased support or involvement from external specialist services.

If concerns continue, the SENCO, KS Lead or pastoral teacher will meet with parents/carers and the student to discuss next steps. Together, they will agree on additional SEND support or, where appropriate, a review of the student's EHCP to ensure it accurately reflects their needs.

EHCPs are reviewed regularly with:

- The student
- Parents/carers
- Teachers
- Support staff
- Relevant professionals

This forms part of St Martins' graduated approach, as outlined in our SEND Policy, ensuring that support remains responsive, personalised and focused on preparing students for adulthood and increasing independence.

When students join us in Year 7, we complete a range of baseline assessments to understand their individual starting points. These may include the New Group Reading Test (NGRT), communication assessments, independence profiles and curriculum-based assessments. This helps us clearly identify strengths and areas requiring further support from the outset.

Throughout the year, teachers, pastoral staff and the SENCO regularly review students' progress during Student Progress Meetings. These reviews allow us to track academic development, communication needs, independence skills and social-emotional wellbeing. If concerns arise, we act quickly to adapt provision or implement further intervention.

Where additional needs become apparent, St Martins supports families by making referrals to appropriate external professionals and agencies. This may include:

- SPOA (Single Point of Access) for emotional wellbeing or mental health support
- The Complex Behaviour Team for specialist guidance
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Other specialist health or social care services

This collaborative, multi-agency approach ensures that every student receives the right support at the right time, helping them thrive and continue their journey towards increased independence and successful futures.

Who can I talk to about my child/young person's learning?

At St Martins, we are committed to building strong, positive relationships with all Parents and Carers. Working together helps us understand your child's needs, celebrate their achievements and ensure they receive the best possible support.

There are several ways you can discuss your child's learning, progress and wellbeing:

Phone or email contact with your child's pastoral teacher: Your child's pastoral teacher is your first point of contact. They know your child well and can support you with any questions or concerns.

Meetings with the pastoral team or a member of the Leadership Team: You can request a meeting with:

- Your child's pastoral team
- A Key Stage Lead

- A member of the Senior Leadership Team (SLT)

We welcome conversations at any point in the year.

Parents' Evenings (Autumn, Spring and Summer): Formal parents' evenings take place three times a year to share progress, celebrate achievements and discuss next steps.

Academy Council: The Chair of the Academy Council leads on Teaching and Learning, ensuring that the views of families and the wider school community are represented and valued.

Annual Review Meetings: Every year, your child's Education, Health and Care Plan (EHCP) is reviewed in detail with you, your child and relevant professionals. This ensures their support remains appropriate and fully aligned with their needs and future goals.

Who is the SENCO and what do they do?

Heather Woodward is the SENCO at St Martins.

As SENCO, Heather ensures that every student's Education, Health and Care Plan (EHCP) is reviewed annually and that their outcomes and provision remain fully aligned with their needs. Each year, a student-centred review meeting is held, bringing together parents/carers, staff and professionals to discuss progress, celebrate achievements and plan for future support.

Heather is responsible for:

- Providing specialist guidance to teachers and support staff, helping them adapt teaching and deliver high-quality, personalised provision so that every student can achieve their best.
- Working closely with a range of professionals who support students' learning, communication, wellbeing and engagement—for example the STEPs Team, Speech and Language Therapists, Occupational Therapists and other specialist services.
- Co-ordinating multi-agency involvement, ensuring communication between school and external professionals such as Educational Psychology, Speech and Language Therapy, the Complex Behaviour Service, CAMHS and Social Care. Heather helps ensure that support is joined-up, timely and effective.
- Monitoring student progress and contributing to ongoing reviews to identify emerging needs and make adjustments to provision as required.
- Managing consultations and admissions for students moving from Year 6 to Year 7, as well as supporting decisions around any in-year transfers to St Martins.

Heather's role is central to ensuring that all students—whatever their needs—are understood, supported and given the opportunity to thrive as part of the St Martins

community.

Contact details for our SENCO:

Heather Woodward - Heather.woodward@stmartins.set.org
01332 571151

Deputy SENCO Update

Heather Woodward will begin maternity leave in August 2026. During this period, Sarah Cavell will undertake the role of Deputy SENCO for one year, providing day-to-day leadership and oversight of the school's SEND provision. Sarah will work closely with staff, families and external agencies to ensure continuity of support for students with SEND, maintaining high-quality provision and ensuring that statutory duties and annual review processes continue as normal throughout the year.

Contact details for our Deputy SENCO:

Sarah Cavell – sarah.cavell@stmartins.set.org
01332 571151

How does St Martins support high-quality teaching and remove barriers to learning?

At St Martins, all teachers have the highest possible expectations for every student. We believe that all learners can make progress, and we work hard to create an environment where each student is supported, challenged and inspired to succeed.

To maintain these high standards, the quality of teaching and learning is reviewed regularly, ensuring that classroom practice remains effective, ambitious and responsive to students' needs.

High-quality teaching at St Martins includes:

- Adapting planning so lessons meet each student's individual needs and learning style.
- Using a variety of teaching approaches to ensure the curriculum is accessible for all learners.
- Teachers and support staff working together in the classroom to provide personalised, targeted support.
- Actively involving students in their learning so they feel confident, engaged and motivated.
- Implementing strategies recommended by the SENCO or external professionals to ensure students have the tools they need to learn effectively.

Removing barriers to learning

To help every student achieve their potential, we make a wide range of curriculum and environmental adaptations, ensuring learning is accessible, meaningful and enjoyable. These may include:

- Small-group or 1:1 intervention work
- Support from the school's Wellbeing Team
- Personalised or adapted timetables
- Differentiated resources
- Use of ICT, such as laptops or assistive technology
- Sensory breaks and movement opportunities
- Colour overlays for reading
- Visual timetables and visual supports
- Alternative communication systems (symbols, communication apps, iPads)
- Structured workstations and low-arousal environments

These adjustments allow us to meet each learner's needs while promoting independence, resilience and confidence.

Curriculum design and communication support

The National Curriculum is used as a reference point, but teachers adapt learning extensively to meet the needs of our student cohort. Lessons are planned based on a deep understanding of each student, including their assessed levels, learning profile, strengths and barriers.

To support communication and engagement, students may be offered:

- Makaton
- Objects of reference
- Photographs
- Structured workstations following TEACCH principles
- Clear, chunked instructions with visual reinforcement
- Task sequencing cards, timetables and step-by-step visuals
- Choice boards
- Sensory toolkits, such as chew tools, fidget items, weighted items or tactile supports.
- Calm spaces and regulation areas where students can access quiet, low-arousal environments.
- Emotion regulation visuals, such as Zones of Regulation or personalised emotion scales.
- Social stories and personalised narratives to support understanding of routines and expectations.
- Positive support behaviour support plans (PSBP) to ensure consistency and proactive regulation strategies.

These approaches ensure all students, including those with communication, emotional and learning needs, can fully access learning.

Across Key Stages 3 and 4, a rolling programme of topics provides structure and variety, helping students build knowledge and skills in meaningful contexts.

Preparing students for adulthood

In Key Stage 5, the curriculum is designed to support students' future pathways, promoting independence, functional skills and real-life experiences. Staff skillfully adapt teaching and learning so that students build on what they have learned throughout their time at St Martins, developing the skills, knowledge and understanding required for adulthood, employment and participation in the community.

How will I know how my child is doing?

At St Martins, we are committed to working closely with families and keeping you fully informed about your child's progress, achievements and wellbeing.

Students' progress is continually monitored by:

- Class teachers
- Subject teachers
- Faculty leads
- Heads of Key Stages
- The SENCO

We use a range of assessment tools, including the Steps Assessment System, to track learning, communication, independence and personal development. Progress is reviewed regularly throughout the year and formally each term during Student Progress Meetings, where staff analyse outcomes and plan next steps.

Your child's progress is also reviewed in detail at their Annual EHCP Review, where strengths, targets and support are discussed with you, your child and relevant professionals.

How we share your child's progress with you:

We believe communication with parents and carers is essential. You will receive information about your child's progress in a variety of ways, including:

- Evidence for Learning Parent Portal: Regular updates showing curriculum achievements and progress towards EHCP outcomes.
- Annual EHCP Review Meetings: Targets are broken down into medium- and short-term outcomes to track progress clearly.
- PEP Meetings: For Looked After Children, progress is reviewed termly through Personal Education Plan meetings.
- Parents' Evenings: Opportunities to talk with class teachers, subject teachers and other professionals.
- Annual School Report: Summarises your child's progress across all areas.
- Informal Contact: Staff are available for quick updates, phone calls or meetings when needed.

Together, these systems ensure that you always have a clear picture of how your

child is developing, both academically and personally, and how we are supporting their journey towards independence and successful futures.

How can I let the school know if I am concerned about my child's progress?

At St Martins, we value open communication and are always here to listen and support you. If you have any concerns about your child's progress, wellbeing or learning, we encourage you to get in touch as soon as possible.

What to do if you have a concern:

- Speak to your child's pastoral teacher first: Your child's pastoral teacher knows them best on a day-to-day basis and should be your first point of contact. They can discuss your concerns, share information about how your child is doing in school and agree on any next steps.
- If you feel further support is needed: If, after speaking with the pastoral teacher, you still have concerns or feel that your child may require additional support, you can contact:
 - The SENCO (Heather Woodward)
 - A member of the Senior Leadership Team (SLT)

They will be able to look into your concerns in more detail, explore what additional support may be appropriate, and work with you to ensure your child's needs are fully understood and met.

What support is there for my child's overall wellbeing?

At St Martins, we believe that happy, emotionally healthy students are best placed to learn, grow and achieve. Supporting the wellbeing of every child is central to our ethos and our practice.

Every student is supported by a strong pastoral team who know them well and work closely with families to promote positive relationships, emotional resilience and engagement in learning.

Alongside this pastoral support, St Martins also has a dedicated Wellbeing Team who provide additional, targeted interventions to support students' mental health, emotional development and social needs. Provision is highly personalised and based on each child's unique strengths and challenges.

Wellbeing support at St Martins may include:

- Support from the Designated Senior Mental Health Lead, who oversees mental health provision and ensures students receive the right support at the

right time.

- Support from the Lead Practitioner for Families, offering help, guidance and early intervention for families who may need additional support.
- Learning Mentors, who work with individuals or small groups to build confidence, resilience, friendships and emotional regulation.
- Positive Play sessions, designed to develop social skills, self-esteem and emotional understanding through structured play.
- LEGO®-based therapy, supporting communication, teamwork, problem-solving and social interaction.
- Nurture groups to help students develop emotional literacy, self-confidence and positive relationships in a calm, supportive environment.
- A Positive Support Approach, promoting positive behaviour, emotional regulation and safety through proactive strategies.
- Sensory room sessions and targeted sensory interventions to support students with sensory processing needs and help them regulate.
- Time with our school dog, Martin, offering calming, therapeutic interactions that support wellbeing, reduce anxiety and encourage positive engagement.

What training do staff receive to support children with SEND at St Martins?

At St Martins, we are committed to ensuring that all staff have the knowledge, skills and confidence to meet the diverse and complex needs of our learners.

High-quality training is essential to providing the very best support for students with SLD, ASD, SEMH and a wide range of additional needs.

Staff receive ongoing training across key areas, including:

- Child Protection and Safeguarding, including regular updates
- Communication strategies, including the use of visual supports
- Positive Behaviour Support, including Team Teach
- Trauma-informed and attachment-aware practice
- Manual Handling and safe physical support
- Internet Safety and online safeguarding
- Autism awareness, including structured teaching approaches such as TEACCH
- Data Protection and GDPR
- First Aid and specific medical training, tailored to individual students

Specialist and Ongoing Professional Development

In addition to core training, all staff receive regular, ongoing CPD to help them respond to the changing needs of students. This includes:

- Workshops delivered by internal specialists (e.g. Wellbeing Team, SENCO, KS Leads)
- Training from external professionals such as Educational Psychologists, Speech

- and Language Therapists, Occupational Therapists and Behaviour Specialists
- Access to high-quality online training and webinars
- Coaching, mentoring and modelling within the classroom
- Training linked to specific student needs (e.g. sensory processing, mental health, ASD, communication aids)

Our Professional Development Policy reflects our commitment to ensuring all St Martins staff are equipped to provide excellent teaching, support and care.

Training through the Shaw Education Trust

As part of the Shaw Education Trust (SET), St Martins benefits from:

- Ongoing professional learning opportunities
- Specialist SEND networks
- School-to-school support
- Access to high-quality training and resources through the Trust's Institute of Education (IoE)

This ensures our staff stay informed, skilled and confident in delivering high-quality education for all learners.

What other agencies support St Martins?

At St Martins, we work closely with a wide range of external agencies and specialist professionals to ensure that every student receives the support they need to thrive. These partnerships help us understand each child's needs more fully and provide targeted, high-quality interventions.

Before any referral is made, you will always be asked for your permission and kept informed throughout the process.

Key agencies that support our students include:

- Speech and Language Therapy (SaLT) – supporting communication, speech development, social communication and alternative communication methods.
- Occupational Therapy (OT) – supporting sensory regulation, functional skills, motor development and independence.
- Complex Behaviour Service – offering advice on behaviour support, emotional regulation and personalised strategies.
- Mental Health and Wellbeing Services, including CAMHS – supporting emotional wellbeing, mental health difficulties and therapeutic intervention.
- Social Care – providing safeguarding, family support and multi-agency planning where required.
- STEPs Team – supporting safe handling, behaviour regulation and personalised behaviour planning.
- Educational Psychology Service – providing assessment, consultation and

recommendations for learning, behaviour and emotional needs.

- School Nursing Team – supporting medical needs, care plans, medication and health-related advice.

How these agencies work with St Martins

Specialist professionals may:

- Work directly with your child in school
- Observe them in a learning environment
- Meet with you to gather information or discuss strategies
- Provide written reports with clear recommendations

These recommendations help us tailor provision and remove barriers to learning both in school and at home.

Monitored interventions & cascading support

Interventions recommended by external agencies are:

- Planned carefully around individual needs
- Delivered by trained staff
- Monitored regularly to track progress and impact
- Reviewed and adapted as part of our graduated approach

All professional advice is cascaded appropriately through class teams, pastoral staff and relevant departments to ensure consistency and shared understanding.

Support for Parents and Carers

At St Martins, we believe that strong partnerships with Parents and Carers are central to our work. When we work together, we can better understand your child's needs, celebrate their achievements and ensure they are fully supported to thrive.

Open communication: All staff at St Martins are committed to being approachable and available should you wish to discuss your child, their learning or their wellbeing. We value your insight and encourage regular communication.

Your first point of contact: Your child's pastoral team will usually be your first point of contact. These staff members work closely with your child every day and develop a deep understanding of their strengths, needs and personality. They are best placed to answer initial questions or concerns.

Sharing progress: Your child's learning and development are continually reviewed, and we make sure that progress is shared regularly with Parents and Carers through:

- Pastoral Team
- Evidence for Learning
- Annual reviews
- Parent meetings

- Informal communication

Guidance and signposting

School staff can provide guidance, advice and signposting to relevant agencies and professionals when additional support may be helpful. This might include mental health services, social care, therapy teams or community organisations.

Family Support Team

St Martins also has a dedicated Family Support Team, who offer a wide range of help to Parents and Carers. This includes:

- Support in accessing external services
- Advice around behaviour, routines and wellbeing
- Help completing forms or applications
- Signposting and supporting referrals such as the Early Help Assessment
- Providing a listening ear during times of challenge

Our aim is to work in partnership with families so that every child feels safe, supported and ready to succeed.

How do we support students with medical conditions?

At St Martins, we are committed to ensuring that all students with medical conditions are fully supported so that they can access learning safely and confidently. We follow the statutory guidance 'Supporting Students at School with Medical Conditions' (December 2015) and work in close partnership with Parents, Carers and health professionals.

Medical policy and procedures

St Martins has a comprehensive policy for the administration and management of medication, which is available on the school website. This policy outlines how medication is stored, recorded and administered, ensuring safe and consistent practice across the school.

Individual Care Plans

Where needed, students will have an Individual Care Plan which:

- Is written in collaboration with Parents/Carers, health professionals and school staff
- Provides clear guidance on a student's medical needs
- Details emergency procedures, medication requirements and daily care routines

- Is shared with all relevant staff to ensure consistent implementation

Care Plans are reviewed regularly and updated promptly if a student's needs change.

Staff training and competency

To ensure students' medical needs are met safely:

- Staff across the school receive first aid training and regular updates
- Identified staff working with individual students receive specialist medical training, such as:
 - Epilepsy management
 - Diabetes care
 - Administration of rescue medication
 - Gastrostomy or PEG feeding
 - Management of allergies and anaphylaxis

Training is delivered by qualified health professionals to ensure staff are confident and competent in their roles

Partnership with health services

St Martins works closely with the School Nursing Team and other healthcare professionals to:

- Provide advice and guidance
- Support care planning
- Offer training updates
- Ensure safe practices for students with complex or ongoing medical needs

Through effective communication, strong systems and personalised care, we ensure that every student with a medical condition is safe, supported and able to fully participate in school life.

Accessibility for All

St Martins was purpose-built in 2012 to meet the needs of a wide range of students with SEND, including those with physical disabilities, complex medical conditions, sensory needs, ASD, SLD and SEMH. The school site has been carefully designed to ensure it is fully accessible, safe and supportive for all learners.

Accessible facilities across the school include:

- Wheelchair-accessible toilets
- Wide, unobstructed corridors
- A lift providing access to all floors
- Rise-and-fall sinks and cookers for inclusive learning in practical subjects
- Clear signage to support navigation

- Calming, low-arousal spaces for students who need a quiet environment
- A purpose-built sensory room to support sensory integration and regulation

These facilities help ensure that all students can move around the building safely, confidently and independently.

Environment to support wellbeing and engagement

St Martins provides a range of carefully considered spaces that help meet the diverse learning and sensory needs of students:

- Calm areas for quiet work and regulation
- Specialist sensory environments for students who benefit from additional sensory input
- Separate outdoor spaces, supporting safe play, physical development and wellbeing
- Structured and low-stimulus areas for students with ASD or sensory processing needs

These learning environments help students feel secure, regulated and ready to engage.

Inclusive ethos

St Martins is a fully inclusive school where every learner matters. We are committed to:

- Valuing diversity
- Challenging discrimination
- Promoting equality of opportunity
- Fostering positive relationships across our community

Our approach is guided by the Equality Act, and we work hard to ensure that all students, staff and visitors feel welcomed, respected and supported.

The school's Equality Policy is available on our website.

Safety, accessibility and risk management

St Martins is a safe, well-maintained and fully accessible building. All safeguarding procedures and Risk Assessments are robust, regularly reviewed, and followed by all staff.

We provide a range of facilities to support students, staff and visitors, including:

- Wheelchair-accessible toilets
- Ramps and level access points
- Wide corridors
- Clear visual signage
- Safe evacuation systems and Personal Emergency Evacuation Plans (PEEPs)

where required

Further details about accessibility and planned improvements can be found in our Accessibility Plan, available on the school website.

Supporting Transition

At St Martins, we understand that changing schools can be an exciting but sometimes overwhelming experience for students and their families. We work hard to ensure that every transition—whether into, within, or out of St Martins—is well-planned, calm and supportive.

Requesting a place at St Martins

If you believe St Martins is the right school for your child and name us as a preference in their EHCP, the Local Authority will consult the school. When this happens, St Martins will carefully review all relevant paperwork to determine whether we can meet your child's needs.

As part of the consultation, we must consider:

- Can St Martins deliver the provision described in Section F of the EHCP, in line with the outcomes in Section E?
- Is the child's inclusion compatible with the efficient education of other students?
- Is the child's inclusion compatible with the efficient use of resources?

We share our response with the Local Authority, who then makes the final decision about offering a place.

Transitioning into St Martins

Once the Local Authority confirms your child's place at St Martins, we begin a personalised transition process. This typically includes:

- A school visit for you and your child
- Opportunities to attend an Open Evening and tour the school
- Meetings with key staff
- Planning discussions with your child's previous school
- Visits to their previous school to gain important information about your child

Transition into St Martins can take place at any point from Year 7 through to Year 13.

Our SENCO oversees the transition process and liaises closely with:

- Your child's previous school or academy
- Parents and Carers
- Relevant professionals

The aim is to build a comprehensive and accurate picture of each student before

they join us. Information gathered may include:

- Assessment data
- Annual Review / EHCP documentation
- Individual Care Plans
- Behaviour Support Plans
- Risk Assessments
- Medical Protocols
- Communication Profiles
- School reports and progress information
- Details of adaptations or arrangements needed to support the child

Transition activities may include:

- St Martins staff visiting the current school
- Staff attending EHCP reviews or multi-agency meetings (e.g. Early Help meetings), when invited
- Meetings with parents/carers at St Martins
- Opportunities for the student to visit St Martins—often more than once if needed
- Gradual transition plans tailored to the individual child
- Creating a personalised plan to ensure the student is placed in the class that best meets their needs

Supporting transition beyond St Martins

For students moving on from St Martins to a college, sixth form, supported internship or another setting, the SENCO and Senior Leadership Team work together to ensure a smooth handover.

This includes:

- Sharing relevant information with the receiving setting
- Facilitating visits for parents and students
- Arranging transition meetings
- Collaborating closely with our PFA Advisor, Post-16 providers and other agencies
- Putting a bespoke transition plan in place

All transition plans are regularly reviewed and adapted to ensure they meet the needs of each student and their family.

Student Voice

At St Martins, we believe that every student's voice matters. We actively listen to our learners and seek their views to help shape, refine and improve our provision. Students are encouraged to share their opinions, contribute ideas and take ownership of their school community.

Leadership and Representation

We elect two Head Students each year. They play a key leadership role by:

- Supporting the School Council
- Representing student views
- Welcoming visitors
- Speaking on behalf of the student body at key events

They are often the public face of the school, modelling our values and helping ensure that student voice remains central to our decision-making.

School Council

Our School Council is highly valued and respected across the school.

Representatives from each area of learning meet regularly to discuss topics important to students and to contribute positively to school life. Their suggestions and feedback influence curriculum planning, enrichment, wellbeing initiatives and whole-school development.

Student involvement across school life

Students at St Martins are encouraged to participate in a wide range of forums and activities, including:

- Derby City Youth Forum – representing the school within the wider community
- Interview panels – helping to select new staff and providing a student perspective
- Meeting and greeting visitors, and where appropriate, leading tours of the school
- Annual student voice questionnaires, allowing all students to share views about their learning, wellbeing and school experience
- Annual Review meetings, where students contribute to discussions about their EHCP outcomes and future aspirations
- Taking ownership of their vision statement, communication charter and rules of conduct, developed collaboratively by students

These opportunities empower students to develop confidence, leadership skills, communication skills and a sense of belonging.

At St Martins, student voice is not just encouraged — it is embedded in everything we do.

Who can I contact for further information or if I have any concerns?

At St Martins, we are always here to listen and support you. If you would like to discuss your child's educational needs or have any concerns about their schooling, please get in touch with us as soon as possible. We value open communication and want to work in partnership with you.

Your first points of contact:

- Your child's Pastoral Teacher - They know your child best on a day-to-day basis and can help with most queries.
- The Headteacher - You can contact the Headteacher if you feel your concern needs further attention or if you would like to discuss wider aspects of your child's experience at St Martins.
- Chair of the Academy Council – Keir Mather; you can contact the Chair via the main school office.

Contact details

The school office can be contacted during school hours on:

☎ (01332) 571151

Please do not hesitate to call or email if you need support, clarification or guidance.

Local Authority SEND Local Offers

Depending on where you live, you can access information, support and services through your Local Authority's SEND Local Offer:

Derby City Local Offer

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Derbyshire Local Offer

<http://localoffer.derbyshire.gov.uk/>

Nottinghamshire Local Offer

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel= Staffordshire SEND Local Offer:>

Staffordshire Local Offer

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page?>