

# SEND Information Report

The English Martyrs Catholic School and Sixth Form College



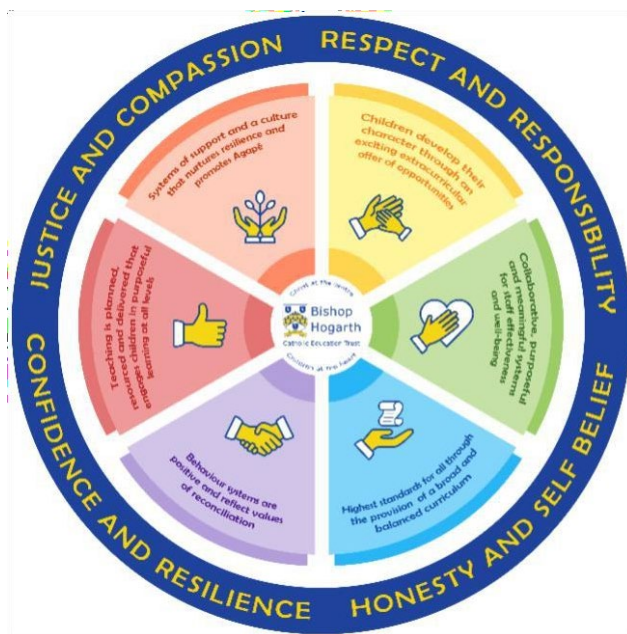
Approved on:	June/July 2024
Next Review:	June/July 2025

As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

**Respect** for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable. **Confidence** in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

**Honesty** in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

**Gratitude** for all the amazing gifts from God and **willingness** to share their gifts both personal and material.



## Our school's approach to supporting pupils with SEND

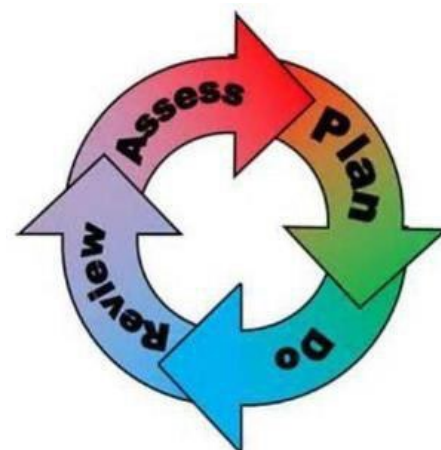
As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.

## How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



## How does the school know if children need extra help and what do I do if I think my child has special educational needs?

### 1. Assess

- Information is shared by feeder primary school in relation to SEND and additional needs prior to transition.
- All year 7 students are screened during the autumn term to assess their reading ages and cognitive abilities. Students will also be screened for dyslexia.
- Information is shared with the SEND department from the pastoral team, subject teachers and form tutors to facilitate early identification of need.
- Speech and Language specialists, literacy specialists, Educational Psychologists, CAMHS and Occupational therapists are amongst the wide variety of professionals that we refer to when identifying need.

### 2. Plan

- All students who are identified with SEND will be placed upon the SEND register and a detailed pupil passport will be produced. This takes place in collaboration with the student and parent.
- All staff must carefully read each child's passport and use the information to plan lessons to be inclusive for all needs. This is detailed on the 'class passport' which is then produced by each member of the teaching staff to ensure that all needs are met within each subject and lesson. Teaching staff will then set termly outcomes for each child to achieve.
- For students with complex or multiple needs, an application may be produced for an 'Education, Health and Care needs' assessment. This is a plan for not only the child's current provision but also their transition into adulthood.
- For children with ongoing complex needs, a multi agency team of professionals may be required to produce detailed plans for support.

### 3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

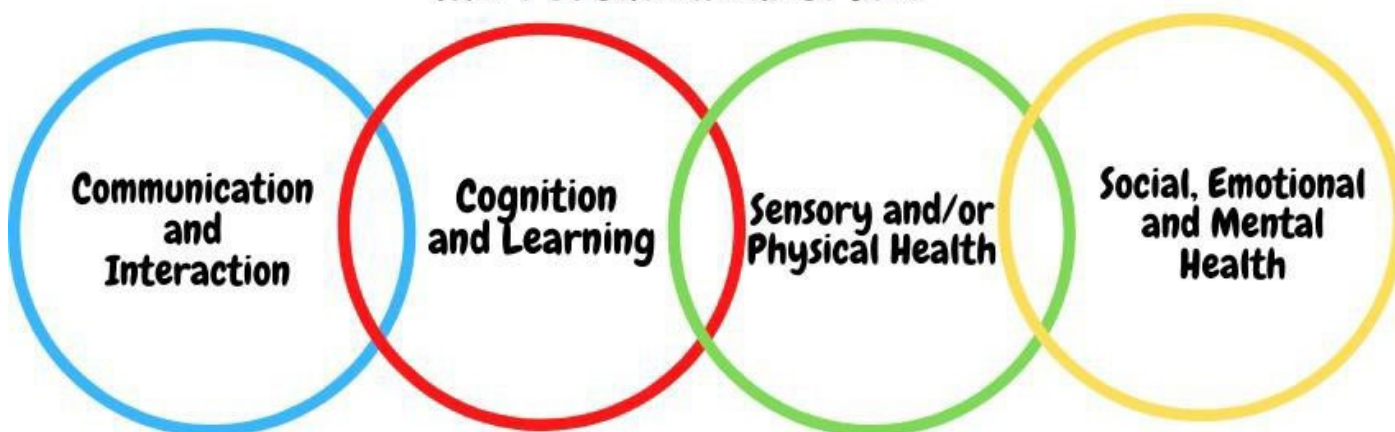
Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

### 4. Review

- Pupil passports are reviewed and updated termly or sooner if further needs are identified.
- EHC plans are reviewed and updated annually.
- For students with complex or multiple needs, reviews may take place on a weekly basis and include a multi agency team of professionals. This may also include a daily review or report to parents.

## How will the curriculum at our school be matched to my child's needs?

### The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

#### Communication and Interaction

Young people with communication and interaction needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with C&I needs is different and their needs may change over time. Support is provided on an individual basis depending on need.

This may be classroom based support such as additional adult help, access to technology and high quality teaching strategies or it may be small group or 1:1 intervention outside of the classroom.

## **Cognition and Learning**

Support for cognition and learning difficulties may be required when young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), and specific learning difficulties (SpLD). Specific learning difficulties affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Support for cognition and learning difficulties is provided through high quality teaching within the classroom. Teachers will use strategies such as scaffolding learning, chunking and modelling to ensure the curriculum is accessible. They may also deploy additional adult support and technology such as reader pens, i-pads and laptops. Additional interventions may also be required such as extra 1:1 or small group literacy sessions or homework club.

## **Sensory/Physical**

Children and young people may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These disabilities could include a vision impairment, hearing impairment, physical difficulty or sensory processing difficulty. Support to ensure that lessons and social times are accessible for all students will be provided. Examples of this support include various technologies and specialist equipment suited to the young person's individual needs. This may also include additional adult support.

## **Social, Emotional and Mental Health**

A young person with SEMH needs may have attachment needs or find social interactions tricky, feel withdrawn or isolated, display high levels of worry or low mood. They may also display challenging, disruptive or disturbing behaviours and have difficulties attending to tasks or maintaining focus. They may have ADHD or other neurodevelopmental needs.

Teaching staff are trained to use PACE approaches to ensure relationships with young people are positive and encourage a sense of safety and belonging. Some young people may benefit from support from our Emotional Literacy assistant, a counsellor, pastoral leader or key adult.

## **What training is provided for staff supporting children with SEND?**

All teaching staff attend regular CPD sessions which focus on SEND and are delivered by a variety of professionals. Examples include sessions from a Speech and Language Specialist, Educational Psychologist, Lecturers in Trauma Informed Practice and Specialists in Autism.

The SEND department also participate in regular CPD sessions provided by CAMHS, our Educational Psychologist, Occupational Therapy and Physiotherapist and also the Autism Education Trust.

## How do we support transition in our school?

### Transition to Secondary:

Key staff from EMS meet with all Year 6 teachers from feeder primary schools prior to transition. Children with additional needs who require an enhanced transition plan are identified and an individualised plan is implemented. This will include a Pupil Centred Planning meeting held at the primary school which the child, teacher, parents and EMS staff will attend. Children and parents are invited to attend the Year 6 Open Evening, SEND annual garden party and a variety of additional activities including bespoke year 6 lessons at EMS and summer school.

### Transition at key stages:

Pastoral leaders and SEND staff know their young people well and share information at the point of transition. This may include the sharing of information as a young person makes their option choices in year 9 or the sharing of information when the young person moves onto our sixth form college, apprenticeship or training.

## Where can I get further information about services for my child?

### The Local Offer

The local offer gives children and young people with special educational needs and disabilities (SEND) and their families information to help them find the right help and support in their area. You can access the Hartlepool local offer via this link:

[SEND Local Offer \(hartlepoolnow.co.uk\)](https://www.hartlepoolnow.co.uk)

## What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan



## Accessibility

The Accessibility plan aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information). A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The link to our Accessibility plan can be found here: [EMS-Accessibility-Plan.pdf \(bhcet.org.uk\)](https://www.bhcet.org.uk/EMS-Accessibility-Plan.pdf)

## Activities Outside of School

We have a wide variety of enrichment activities and clubs. Details can be found here: [Enrichment Activities and Clubs – English Martyrs \(bhcet.org.uk\)](https://www.bhcet.org.uk/Enrichment-Activities-and-Clubs-English-Martyrs)

The SEND department also run a variety of enrichment activities such as a performing arts club, annual garden party, theatre trips, team building experiences and outdoor pursuit activities through out the year.

## What to do if you have a complaint, a compliment, or a query.

### Contact details

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