

ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS
A Church of England Academy

Special Educational Needs and Disability (SEND)
Information Report for Students with SEND

Approved: November 2017
Next Review Date: November 2018



With Love and Learning

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT FOR STUDENTS WITH SEND

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Christ is at the centre of our Church of England school community where we live, love and learn together within an inclusive and equalities framework, and where students of all faiths and none are welcomed into our Anglican Christian community. In all that we do, we seek to show God's care for our students. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit, alive in every person.

Our vision is to create a safe, caring, happy and inclusive community underpinned by our Christian values of service, compassion, justice and perseverance and our motto CARITATE ET DISCIPLINA - WITH LOVE AND LEARNING which come from the story of St Martin of Tours. Central to this is our school bible verse from the book of Corinthians.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.

1 Corinthians 13:4-8

This SEND REPORT should be read in conjunction with the school's SEND Policy.

St Martin's School is a truly inclusive school with a strong Christian ethos, for girls aged 11-16 and 6th form (co-ed). Our commitment to academic excellence and personal well-being in total. Our students have the opportunity to aspire to be the best that they can be and take a full and active part in their learning and in additional curriculum activities and leadership. It has been our drive to ensure that all students with SEND are educated in mainstream classes and they are supported by a dedicated team of support staff to achieve as well as if not better than their peers. This provision is 'addition to and different from' that provided within the differentiated curriculum to better respond to the areas of the students' needs.

Admissions made via the Local Authority's admission panel.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and/or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of students with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical
- Independence and community involvement

The information below details the offer within **the school and ways in which parents, students and young people may access the support required.**

1. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING IN THIS SCHOOL:

School Based Information	<ul style="list-style-type: none"> ● Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs/Disability (SEN)? ● How can I talk to them about my child or young person if I need to?
Staff	Summary of Responsibilities
Progress leaders Yr7 – Mr G Sauvajon Yr8 – Mrs C Beckford Yr9 – Ms L Hammoudi Yr10 – Ms C Grant Yr11 – Ms A Ryan 6 th Form – Ms J Kenison	They are responsible for: <ul style="list-style-type: none"> ● Checking on and supporting the progress of your child/young person across all subjects. Liaising with subject staff and form tutors if necessary, and letting the SENCO know as necessary. ● Supporting the social, emotional and wellbeing of your child/young person in school. ● Maintaining a contact with you as necessary with regards to your child/young person’s progress and wellbeing. Contacted by: arrange an appointment by phoning the school on 0208 674 5594.

<p>Special Educational Needs Coordinator (SENCO) Mrs I Tercsi-Dajka</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> ● Coordinating the support for students with Special Educational Needs and/or Disabilities (SEND); and developing the school's SEND policy to make sure all students get a consistent, high quality response to meeting their needs in school. ● Ensuring that parent(s)/carer(s) is/ are: <ul style="list-style-type: none"> ○ Fully involved in supporting your child's learning ○ Kept informed about the support your child is getting ○ Fully involved in reviewing how they are doing ○ Fully involved in planning your child/young person's support. ● Liaising with all the other people who may be coming into school to help support your child/young person's learning e.g. Speech and Language Therapy, Educational Psychology etc... ● Updating the school's SEN register (a system for ensuring all the special educational, physical and sensory needs of students in this school are known and understood) and making sure that there are excellent records of your child/young person's progress and needs. ● Providing specialist support for teachers and support staff in the school so they can help all students with SEND to achieve their potential, the best possible progress in school. ● Supporting your child/young person's subject teachers in writing Individual Education Plans (IEP) that specifies the targets set for your child/young person to achieve. ● Preparation of SEN Support Plans or an Education, Health and Care Plan where needed. ● Organising training for staff so they are aware and confident about how to meet the needs of your child/young person. <p>Contacted by: arrange an appointment by phoning the school on 0208 674 5594.</p>
<p>Teaching Assistant (TA)</p>	<p>A Teaching Assistant may be allocated to work with a student with special educational needs and/or disabilities, or may provide specialist support in a particular area, for example literacy.</p> <p>Whilst they take a very valuable role in your child/young person's education, we would prefer that questions regarding your child/young person's learning and progress are directed to the Progress Leaders and the SENCO.</p> <p>A student may receive support from a number of adult, and a conversation with the Progress Leader or SENCO will give a fuller picture than may be obtained from a single supporting adult.</p>

What are the different types of support available for children with SEN in this school?		
Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child/young person and all students in their class. • All teaching is based on building on what your child/young person already knows, can do and can understand. • Putting in place where possible different ways of teaching so that your child/young person is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child/young person. • Putting in place where possible specific strategies (which may be suggested by the SENCO or outside staff) to enable your child/young person to access the learning task. This may include occasional support from a Learning Support Teacher/Teaching Assistant to help with particular difficulty. 	<p>All students in school receive this.</p>
<p><u>SEND Support Register</u> Where the class teacher and the school SENCO (on the basis of high quality evidence) conclude that a pupil needs the additional targeted support given by SEN Support.</p> <p>Specific group work with in a smaller group of children or individual support.</p> <p>This may be</p> <ul style="list-style-type: none"> • run in or outside of the classroom, 	<ul style="list-style-type: none"> • Your child/young person’s teachers will have carefully checked on your child or young person’s progress and will have decided that your child or young person has a gap in their understanding/learning and needs some extra support to close the gap between them and their peers. The SENCO is then alerted; this would be via a Record of Concern form or a Progress Leader overview. • Primary/previous schools are also to be asked regarding your child/young person’s SEND needs if there are any concerns, in addition to contacting the parents/carers. • Different assessments are taking place to determine the needs of the students and to identify possible support. • The class teacher, support staff and/or the SENCO will plan interventions to support your child or young person’s learning. Where possible these interventions will have clear targets to help your child/young person make more progress. • Interventions may include small group work or individual sessions on a specific theme. • Students are expected to follow the whole of the curriculum as offered by the school whenever possible. In certain circumstances the school may be unable to accommodate a student with specific needs in a certain curriculum area (e.g. art or PE) in which case the curriculum will be adapted or changed to allow participation. 	<p>Any child or young person who has specific gaps in their understanding of a subject/area of learning.</p>

<ul style="list-style-type: none"> ● run by a Learning Support Teacher or Teaching Assistant <p>Usually, if your child/young person requires high level of support they may also need specialist support in school from professionals outside the school.</p> <p>This may be from:</p> <ul style="list-style-type: none"> · Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need) · Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS 	<ul style="list-style-type: none"> ● Where possible individual support /small group sessions are put in place. They will be run by a Teaching Assistant, Learning Support Teacher or an outside professional (like a Speech and Language Therapist or Counsellor). ● At this point, you will be involved in discussions and decisions, and asked to come to a meeting to discuss your child/young person’s progress and help plan possible ways forward. ● Where specialist professionals work with your child/young person to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> o Making changes to the way they are supported in class e.g. some individual support or changing some aspects of teaching to support them better o Support to set targets which will include their specific professional expertise o Your child/young person’s involvement in individual work or in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. o A group or individual work in school run by an outside professional. <p>Examples of this specialist group/individual work are:</p> <ul style="list-style-type: none"> · Small group or individual withdrawal in literacy, and social and communication skills · Behaviour Support Manager · Sixth Form Learning Mentor · Words First Speech and Language Therapist · Autism Specialist Teacher, Larkhall Outreach Service · NHS SALT advice for staff ● The SENCO and her team will source services, equipment and facilities for students with SEND 	
<p>Support provided through a Statement of Special Educational Needs (SEN) or an Education, Health and</p>	<ul style="list-style-type: none"> ● If, despite the good and outstanding classroom teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your child or young person to make progress, they need further or more specialist input, the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process 	<p>Students whose learning needs are more severe, complex and/or potentially lifelong</p>

<p>Care Plan (EHCP). This means your child or young person will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school. Usually, if your child or young person requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> · Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need) · Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, 	<p>and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at https://www.lambeth.gov.uk/send-local-offer</p> <ul style="list-style-type: none"> ● This is done in full partnership with you and your child or young person. After the school have sent in the request to the Local Authority (with a lot of information about your child or young person, including some from you), the LA will decide whether they think your child or young person’s needs (as described in the paperwork provided), are sufficient to need a statutory assessment. ● If this is the case they will ask you and all professionals involved with your child or young person to write a report, to which your child or young person contributes, outlining their needs and how they will be met, and the long and short term outcomes that are being sought. ● If they do not think your child or young person needs this, they will ask the school to continue with the SEN Support in School and provide further support to you and the school to ensure your child or young person’s needs are met. ● After the reports have all been sent in, an EHC Plan to which you and your child or young person will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child or young person may have in one plan. ● The school must make its best endeavours to put in place the support identified in the plan. ● The progress your child or young person makes with the support identified will be regularly reviewed and changed according to the progress they make. 	
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Physiotherapy and/or CAMHS · Local Authority Educational Psychology Service		
How will we support your child or young person with identified SEND starting at school?		
<ul style="list-style-type: none"> ● If your child or young person has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage. ● We will invite you to visit the school with your child or young person to have a look around and speak to staff and meet the key person who will work with you and your child or young person while they are in the school. ● If other professionals are involved, a team around the child or young person (TAC) meeting will be held to discuss your child or young person's needs, share strategies used, and ensure provision is put in place before they start in our school. ● Your child/ young person's key person may make a visit to their primary school and/or also visit them if they are attending another provision or school. ● We may suggest adaptations to the settling in period to help your child or young person to settle more easily, but these will be agreed with you at the TAC meeting. ● If they have not already visited, your child or young person will be invited into school in advance of starting. ● Following the settling in period, the SENCO may arrange an early meeting with you to review your child/young person's learning and progress. ● Regular meetings will be held in school to monitor the progress of your child/young person and you will be invited into school at least once a year to review this with you. 		
How can I let the school know I am concerned about my child/young person's progress in school?		
<ul style="list-style-type: none"> ● If you have concerns about your child's progress you should speak to the Progress Leader initially, and at the earliest opportunity. ● If you are not happy that the concerns are being managed and feel that your child or young person is still not making progress you should speak to the SENCO. ● If you continue to feel that your child is still not making progress you should speak to the Head Teacher. 		
How will the school let me know if they have any concerns about my child/young person's learning in school?		
<ul style="list-style-type: none"> ● When a teacher, or you, has raised concerns about your child or young person's progress, and high quality personalised teaching has not met their needs, the teacher will raise this with the Progress Leader or the SENCO. If you have raised the concern the school will invite you in to discuss it and plan a way forward. ● The teacher will discuss your child or young person's progress with you at our parents' evenings when you will be informed of their progress and any additional support being given. 		

- Schools also have regular meetings between each subject teachers, subject leads and a senior staff member in the school to ensure all students are making good progress. This is another way your child or young person may be identified as not making as much progress as expected. If your child or young person is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention. These interventions may take place for a short period or over a longer period of time.
- If your child or young person is still not making expected progress the school will invite you for a meeting to discuss any concerns you may have or any further interventions or referrals to outside professionals to support your child or young person’s learning, and how we could work together, to support your child/ young person at home/school.

Who are the other people providing services to children with an SEN in this school?

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning Support Teacher • Learning Mentor • Teaching Assistants • Behaviour Support Manager • Additional Speech and Language Therapist • Additional Educational Psychologist
<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Educational Psychology Service • Autism Outreach Service • Speech and Language Therapy (provided by Health but paid for by the Local Authority) • Occupational Therapy • Physiotherapy • Parent Partnership Service • School Nurse
<p>C. Provided and paid for by the Health Service but delivered in school</p>	<p>The contact details for the support services can be found on the school website www.saintgabrielscollege.org and on the Lambeth Local Offer website: https://www.lambeth.gov.uk/send-local-offer The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.</p>

D. Voluntary agencies	
How are the teachers in school supported to work with students with an SEND and what training do they have?	
<ul style="list-style-type: none"> • All staff endeavours to take part in regular training and CPD opportunities to develop good practice. • The SENCO supports the subject teacher in planning to meet the needs of students with SEND. She holds the National Award for SEN Co-ordination. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of students including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia, working memory etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for all students, including those with an identified SEND. • Individual teachers and support staff attend training courses that are relevant to the needs of specific students in their class to support staff in implementing learning and care plans. 	
How will the teaching be adapted for my child with learning needs (SEN)?	
<ul style="list-style-type: none"> • Subject Teachers plan lessons according to the specific needs of SEND students in their class, and ensure that learning tasks are adapted to enable your child/ young person to access their learning as independently as possible. • Support staff work with the teachers to modify/adapt planning to support the needs of your child or young person where necessary. • Specific resources and strategies are used to support your child or young person individually, in groups and in the classroom so that they will learn more effectively. • Planning and teaching is adapted on a regular basis if needed, to meet your child/young person's learning needs and increase their access to what is on offer. 	
How will we measure the progress of your child in school? And how will I know about this?	
<ul style="list-style-type: none"> • Your child/young person's progress is continually monitored by her subject teachers, Form tutors and Progress Leaders. • Her progress is reviewed formally every term and a level given in English, Maths and Science as well as progress in other areas, as appropriate, such as attendance and engagement in learning. • At the end of each key stage (i.e. at the end of year 9 and Year 11) all students are more formally assessed. The schools strategy for doing this is through formal exams, and students eligible for Access Arrangements such as extra time will receive the appropriate support. • The progress of students with an EHC Plan and impact of the provision provided for them are formally reviewed at an Annual Review. • Possible ways used to keep you informed may include: <ul style="list-style-type: none"> • Parents Evening 	

- Letters/certificates sent home
- Additional meetings as and when required, such as Multi Agency and TAC Meetings
- Annual Reviews
- SEN Support Plan
- Individual Education Plan/SEND student profile
- Target Sheets
- End of Year Reports

What support do we have for you as a parent of child with an SEN?

- The school may contact the previous school/primary school and there may be meetings with the parents of students with SEND to discuss transition from primary/previous school to secondary school.
- There are Parents Evenings will be held at school where parents can meet subject teacher, Progress Leaders and the SENCO.
- We would like you to talk to your child/young person's Progress Leader and/ or SENCO regularly, so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. The SENCO and progress leaders are available to get in contact with you to discuss your child/young person's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The SENCO will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child or young person.
- IEPs will be reviewed with your involvement twice a year to assess the provision and its impact. Your child/young person will also be involved in these reviews.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual needs where possible and appropriate.
- The external professionals involved with your child or young person will be happy to meet with you on request, e.g. the school's Speech and Language Therapist.

How have we made this school physically accessible to students with SEND?

- Only limited areas of the school are accessible to students with physical disability.
- We will try to ensure that equipment used is accessible to all children regardless of their needs.
- Class allocations may be adapted to ensure rooms are accessible for students with disabilities
- If you have a specific concerns please contact the school office or the SENCO.

How will we support your child when they are leaving this school? Or when they are moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.

- If your child/young person is moving to another school:
 - We usually talk to your child/young person about how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
 - We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child/young person.
 - Where possible we will support a visit to the new school in advance of the move
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving years in school:
 - Information about your child/young person are shared with her new teachers
- In Year 11/ Year 13:
 - If your child/young person has a statement or EHC Plan, the SENCO invites relevant staff from the new setting/school for their annual review meeting.
 - If your child/young person is on the SEND Support Register, even she does OR does not have a statement or EHC Plan, we spend a lot of time with you and your young person planning and agreeing the next steps.
 - The career advisor supports your child/young person in finding a new school/college.
 - The SENCO arranges visits to new schools/colleges for your child/young person where necessary. Preparation visits and meeting might take place.
 - Wherever possible we will continue to have contact with your young person during the settling in months in their new placement.

GLOSSARY OF TERMS	
IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC Plan	Education, Health and Care Plan
SEND	Special Educational Needs and/or disabilities
SALT	Speech and Language Therapist
CAMHS	Child or young person & Adolescent Mental Health Service
EP	Educational Psychologist
OT	Occupational Therapist
ASD/ASC	Autistic Spectrum Disorder/Conditions
SENCO	Special Educational Needs Coordinator