

St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY
Service Compassion Justice Perseverance



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) *Information Report for Students with SEND*

APPROVED BY GOVERNORS:
TO BE REVIEWED:

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 St Paul's first letter to the 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 is our belief that all students with SEND should be 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 '**in addition to and different from**' that provided within the differentiated curriculum to better respond to 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.

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**

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:

Staff	Summary of Responsibilities
<u>Progress leaders</u> Ms S Asiedu (Y7) Ms Huggins (Y8 and 9) Ms C Beckford (Y10) Mr G Sauvajon (Y11) Ms L Hammoudi (Y12 and 13)	<p>They are responsible for:</p> <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 SENDCO know as necessary.• Supporting the social, emotional and wellbeing of your child/young person in school.• Maintaining contact with you as necessary with regards to your child/young person's progress and wellbeing. <p>Contact: arrange an appointment by phoning the school on 0208 674 5594.</p> <p>The SENDCO 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
<u>Special Educational Needs and Disabilities Coordinator (SENDCO) and Head of Inclusion:</u> Ms S Jacquet	

<p><u>Support staff</u></p> <p><u>Headteacher:</u> Ms J Okokon</p>	<ul style="list-style-type: none"> ○ 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 SEND 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. ● Producing Individual Learning Plans (ILP) that specifies your child's needs and strategies to support them ● 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>Contact: arrange an appointment by phoning the school on 0208 674 5594.</p> <p>Support staff such as Teaching Assistants or Learning Mentors 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. 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 SENDCO. A student may receive support from a number of adults, and a conversation with the Progress Leader or SENDCO will give a fuller picture than may be obtained from a single supporting adult.</p> <p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> ● The day-to-day management of all aspects of the school, this includes the support for children with SEND. ● She delegates responsibility to the Deputy Head teachers, SENDCO, subject leads, subject teachers and form tutors but where possible is still responsible for ensuring that your child/young person's needs are met and that they make the best possible progress. ● She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND and receive regular reports.
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<u>SEND Governor</u>	<p>Contact: arrange an appointment by phoning Ms Wai Lin Tang, PA to the Head Teacher, on 0208 674 5594.</p> <p>The SEND Governor is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND report and policy. • Making sure that the school has appropriate provision and has made adaptations to meet the needs of all students in the school. • Making sure in conjunction with the Headteacher that the school's SEND funding is appropriately spent. • Making visits wherever possible to understand the monitor the support given to students with SEND.
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2. HOW COULD MY CHILD GET HELP IN SCHOOL?

What are the different types of support available for children with SEND in this school?		
Types of support provided	What would this mean for your child?	Who can get this kind of support?
Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<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 specific strategies where possible (which may be suggested by the SENDCO or outside staff) to enable your child/young person to access the learning task. This may include occasional support from a Learning Teaching Assistant to help with particular difficulty. 	All students in school receive this.
SEND Support Register Where the class teacher and the school	<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 	Any child or young person who has specific gaps in their

<p>SENDCO conclude that a pupil needs the additional targeted support given by SEND Support.</p> <p>Specific group-work or individual (1:1) support.</p>	<p>understanding/learning and needs some extra support to close the gap between them and their peers. The SENDCO is then alerted; this would be via an Inclusion Referral form.</p> <ul style="list-style-type: none"> ● Primary/previous schools will also 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 SENDCO 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. ● Students are expected to follow the whole 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. <ul style="list-style-type: none"> ● Interventions may include small group work or individual sessions. ● 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. ● Interventions will be run by a Teaching Assistant or an outside professional (like a Speech and Language Therapist or Counsellor) ● 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"> ○ Making changes to the way they are supported in class ○ Support to set targets which will include their specific professional expertise ○ Your child/young person's involvement in individual work or in a group run by school staff ○ A group or individual work in school run by an outside professional. ● Usually, if your child/ young person requires a high level of support they may also need specialist support in school from professionals outside the school. <p>This may be from:</p>	<p>understanding of a subject/area of learning.</p>
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	<p>Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)</p> <p>Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS</p> <ul style="list-style-type: none"> The SENDCO and her team will source services, equipment and facilities for students with SEND according to the individual needs of the students. 	
<p>Support provided through an Education, Health and Care Plan (EHCP): This means your child or young person will have been identified as needing a higher level of support which cannot be provided from the resources already delegated to the school. Usually, they may also need specialist support from professionals outside the school.</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, 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 Completing paperwork regarding EHC Plans are done in full partnership with you and your child or young person. After the school has sent in the request to the Local Authority, the LA will decide whether they think your child or young person's needs are sufficient to request 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. 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. 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. 	<p>Students whose learning needs are more severe, complex and/or potentially lifelong</p>
<p>How will we support your child or young person with identified SEND starting at St Martin's?</p>		

- 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 the details of their needs at this stage.
- 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 contact their previous setting/school 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.
- Following the settling in period, the SENDCO 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.
- Key email addresses:

SENDCO – Ms S Jacquet: sjacquet@stmartins.academy

School enquiries: stmartins@stmartins.academy

How can I let the school know I am concerned about my child/young person's progress in school?

- If you have concerns about your child's progress you should speak to the Progress Leader initially, and at the earliest opportunity.
- If you feel that your child or young person is still not making progress you should get in contact with the SENDCO.
- 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?

- 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 SENDCO. 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.
- Schools also have regular meetings between subject teachers, subject leaders and a senior staff member to ensure all students are making good progress. If your child or young person is then identified as not making progress the school will decide whether to monitor this or set up an intervention.

Who are the other people providing services to children with SEND at St Martin's?

<p>A. Directly funded by the school</p> <p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Learning Mentor • Teaching Assistants • Additional Speech and Language Therapist • Additional Educational Psychologist • Additional Autism Outreach Service • Counselling <ul style="list-style-type: none"> • Educational Psychology Service • Autism Outreach Service • Occupational Therapy • Physiotherapy • Lambeth Information, Advice and Support Service • School Nurse <p>The contact details for the support services can be found on the school website http://www.stmartins.academy/index.php?id=155&parent=2 and on the Lambeth Local Offer website https://www.lambeth.gov.uk/send-local-offer</p> <p>The Lambeth Local Offer Web site contains full information about the services available to children, young people and their families</p>
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How are the teachers in school supported to work with students with a SEND and what training do they have?

- All staff endeavours to take part in regular training and CPD opportunities to develop good practice.
- The SENDCO 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.
- 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 (SEND)?

- 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 teachers to modify/adapt planning and resources to support the needs of your child or young person where necessary.
- Planning and teaching are adapted on a regular basis if needed, to meet your child/young person's needs and increase their access to the curriculum.

How will we measure the progress of your child in school? And how will I know about this?

- Your child/young person's progress is continually monitored by her subject teachers, form tutors and Progress Leaders.
- Their 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 school's 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:
 - Parents Evening
 - Letters/certificates sent home
 - Additional meetings as and when required, such as Multi Agency and TAC Meetings
 - Annual Reviews
 - SEN Support Plan
 - End of Year Report

How do we make 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 the 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 concern, please contact the school office or the SENDCO.

How will we support your child when they are leaving this school? Or when they are moving on to another stage of their education?

- **If your child/young person is moving to another school:**
 - We will contact the new school's SENDCO 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 SENDCO invites relevant staff from the new setting/school for their annual review meeting.
 - If your child/young person is on the SEND Register, we spend 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 SENDCO arranges visits to new schools/colleges for your child/young person where necessary.

GLOSSARY OF TERMS	
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
E	Education, Health and Care Plan
K	SEN support
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
SEDCO	Special Educational Needs and Disabilities Coordinator
TAC	Team around the Child

DRAFT