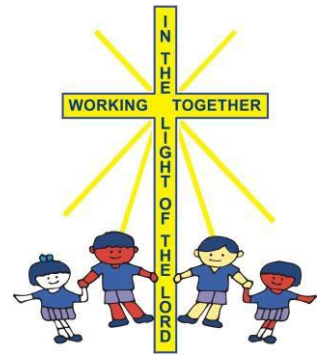


Information Report

September 2020



The Government has published a range of provisions to improve the quality and scope of support available to children and young people with special educational needs, as well as their parents.

Included in these provisions is:

A requirement for local authorities to publish a “Local Offer” of services to disabled children and young people and those with special educational needs (SEN). This can be viewed at:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?...>

A requirement for individual schools to publish a SEN Information Report to outline provision for children and young people with disabilities and special educational needs.

**This document was written in the light of our Mission Statement,
“Working Together in the Light of the Lord”.**

In keeping with our Mission Statement, where everyone is valued and everyone's needs are regarded as important, we will show the care and concern of the Good Shepherd for all pupils. We treat the children with respect and courtesy, with the expectation that these values will be reciprocated to all members of our school community.

At St Martin de Porres Primary School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the Special Educational Needs Coordinator (SENCo), specialist teaching staff within the school and external professionals to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic and personal achievement by removing barriers to learning and we use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. How does the school identify and organise support for children with special educational needs?

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice 2014.

We recognise that children with Special Educational Needs or Disabilities (SEND) may be identified by parents, teachers, support staff, outside agencies or any person involved with the child.

Please refer to the school's SEN Policy for more specific information. This is available on the school's website.(www.stmartindeporresluton.co.uk)

2. Who are the key people in the school, available to discuss parental/carers concerns about their child's difficulties?

Parents /carers who are concerned about the well-being or progress of their child should contact the child's class teacher in the first instance, who will liaise with the appropriate staff within the School, including the SENCO.

Further information on the School's policies and procedures can be found on the School's website.

Parents/Carers can contact the school via telephone, email at help@smdpluton.co.uk, letter or by the Class Dojo to make an appointment to see relevant staff.

Scheduled meetings with parents across the academic year include:

- Termly Parent consultation meetings
- Transition meetings where appropriate
- Termly Personal Learning Support Plan (PLSP) meetings
- Annual Education, Health and Care Plan (EHC Plan) meetings

3. How will parents/carers be informed about a child/young person's progress within the school and how will his/her progress be measured?

Progress will be measured through:

- Regular assessments
- Target setting with associated outcomes
- Personalised Learning Support Plans (PLSPs)

Parents will be informed about progress through:

- Parent consultation meetings
- End of Year reports

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

Partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. The School recognises that parents/carers hold key information and have knowledge and experience to contribute to a shared view of the child's needs and the best ways of supporting them.

All parents/carers of children with special educational needs will be able to access support through:

- Meetings with relevant staff and regular opportunities to discuss progress, concerns and developments
- Involvement in setting targets and agreeing outcomes
- Liaison with professionals
- Support from the Pastoral Care Team
- Parents/Carers may be signposted to relevant external agencies and support groups such as The Parent Partnership, Luton SEND Information and Advice and Support Service (SENDIAS)

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

In line with our Christian ethos, St Martin's is an inclusive school and strives to ensure the wellbeing of all its children, regardless of their needs. We believe that all children have the right to an education that develops their God-given potential and helps them to build their skills, knowledge and understanding along with their sense of self worth.

Wellbeing is supported through the following:

- Each teacher has a knowledge and understanding of the children in their care.
- Medical needs are addressed as required.
- Some children may have a Care Plan.
- Medicines are administered in line with the relevant policy.
- The Pastoral Care Team offers support to children and their families.
- Signposting to external agencies to support the wellbeing of the child.
- In-school interventions , which may include
 - Self-esteem groups
 - Nurture/Social skills groups
 - Lunch time support
 - Behaviour support strategies

6. How will teaching be adapted to support the child/young person with special educational needs?

All teachers are teachers of pupils with special educational needs. Special educational provision is underpinned by high quality first teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

Differentiation may take the form of adapted resources, scaffolded tasks and/or a modified curriculum.

The school SENCO and external agencies may provide advice and resources to support teachers in delivering high quality teaching that is differentiated and personalised to meet individual needs.

Quality of teaching and progress made by pupils is a core element of the school's appraisal arrangements.

7. What different types of support can the child/young person receive in school?

All teachers have appropriate qualifications and are teachers of pupils with special educational needs.

All teachers and support staff receive regular and appropriate training to ensure they are kept up to date with, and informed of, new developments and research. Individual staff may receive specific training to meet the needs of a particular child.

Support takes the form of a four part cycle – Assess, Plan, Do, Review which is known as a **graduated approach**.

Support for children may vary according to their individual learning or medical needs, and could include:

- Participation in intervention groups
- Timetables may be adapted to meet individual needs
- In-class support
- 1:1 or small group work to address the targets in a child's personalised learning support plan

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

Additional support is available to enable all children to access and enjoy unstructured times, such as lunchtimes and playtimes.

Specific arrangements may be made for particular children to meet their individual needs during unstructured times in the school day.

Risk assessments for individual pupils and for particular activities are completed in conjunction with the SENCO, where relevant and necessary. Support is provided on school trips and visits as required.

The school complies with the Disability Discrimination Act (2010) in making reasonable adjustments for students with SEND.

Parents are consulted regarding the needs of their child when school trips and educational visits are planned.

9. How does the School involve children/young people in decisions that affect them?

At St Martin's we believe that each child is created in the image of God and is unique. All pupils have specific educational needs and are entitled to quality first teaching. Every child with SEND in this inclusive school is entitled to fulfill his/her optimum potential.

We aim to ensure that all learners express their views and are fully involved in decisions which affect their education in as far as they are able.

This is achieved through the School Council, Pupil Forum, parent consultation meetings and participation in Annual Review meetings.

A Family Worker or the Learning Mentor is available to work with families and individual pupils to ensure that they fully understand and are supported in making decisions that affect their child's education.

10. How are the school's resources allocated to support children/young people with SEND?

The School allocates its resources in accordance with the Local Authority Budget and individual pupil's Education, Health and Care Plan.

A proportion of the School's delegated budget is available to support pupils with identified Special Educational Needs and/or Disabilities. This budget is allocated to staffing, physical and educational resources, and staff training.

SEND support across the School is mapped, reviewed and evaluated on an ongoing basis and is allocated according to individual needs and advice from external professionals. The SENCO provides a written report evaluating the effectiveness of the SEN provision to the Governing Body at least annually and meets with the SEN Link Governor on a regular basis.

11. What services external to the school can provide support to children with SEN?

As a school we draw upon the expertise of a wide range of external professionals to support pupils with SEND. They are used in school to provide observations, assessments, reports and advice for teachers and parents, and to attend professionals' meetings.

The external agencies include:

- Local Authority Special Educational Needs Service (SENS)
- Educational Psychology Service (EPS)
- Autism Team
- Child and Adolescent Mental Health Service (CAMHS)
- Early Intervention and Prevention Service (EIPS)
- Speech and Language Therapy Service (SALT)
- Occupational Therapy (OT)
- The Hearing Impaired Team (HI)
- The Visually Impaired Team (VI)
- The Edwin Lobo Child Development Centre (ELC)
- Outreach Team from Lady Zia Wernher
- Alternative Learner Progression Service (ALPS)
- School and Community Nursing Service
- Social Care
- New Horizons
- Greenhouse Mentoring
- The Virtual School for Looked After Children (LAC)
- Young Carers
- CHUMS
- Any other relevant professionals

12. How are staff in the school supported to work with children/young people with special educational needs and what training do they have?

Teachers will encounter a wide range of pupils with special educational needs, some of whom will have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice.

All teachers are teachers of pupils with special educational needs. Special educational provision is underpinned by high quality teaching that is differentiated and personalised to meet individual needs and is compromised by anything less.

All teachers receive regular and appropriate training in order for them to deliver high quality teaching that is differentiated and personalised to meet individual needs.

This training will be a mixture of “in house” and externally sourced specialist Continual Professional Development.

As a school we draw upon the expertise of a wide range of external professionals to support teachers of pupils with SEND. We have close links with the Local Authority’s SEN team.

Please refer to the school’s SEN policy which is updated every 2 years and published on the school’s website.

13. How will the school support the child/young person in moving on to another school or college or to the next key stage in their education or life?

St Martin’s has an effective transition programme to ensure smooth transition into St Martin’s from other Early Years settings. We also arrange transition visits and meetings for children attending school for the first time.

For children transferring to high school, we have established links with the main high schools and we arrange transition to other high schools as appropriate.

Transition support may include:

- Professionals meetings to discuss individual pupil’s needs
- Additional advice and support from external professionals
- Transfer and exchange of information, which includes assessment data
- Home visits to meet with parents of pupils with particular needs
- Additional visits to the School

14. How accessible is the setting/school/college environment?

St Martin’s is not fully wheelchair accessible; however, most areas are accessible by means of a ramp or a lift. Adaptations and reasonable adjustments are made as necessary, including:

- Adaptations to timetable
- Provision of equipment and aids
- Disabled toilet and changing facilities

Please refer to the school’s Disability Equality Scheme, which are available on the school website.

15. Who can parents/carers contact for further information at the early years setting/school/college?

Parents/Carers should contact the School Office for further information and will then be put in contact with the relevant person.

Parents / carers who are concerned about the well-being or progress of their child should contact the School Office, to arrange an appointment to speak to the child's class teacher. They will liaise with the SENCO/Family Worker to provide additional support/ intervention if appropriate.

General information on the School's policies and procedures, and communications with parents can be found on the School's website.

If your child has additional needs and you are considering applying to the School, please contact the SENCO via the School office for an initial visit and details on how to apply. Applications for children with an Education, Health and Care Plan should be made in conjunction with the Special Educational Needs Assessment Team (SENAT) at the Local Authority.

The Luton Borough Council website contains information on facilities and services for all students with Special Educational Needs and Disabilities across Luton, and contains a link to the Luton Local Offer.

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?...>

Appendix A - Glossary of terms

CAMHS

Child and Adolescent Mental Health Services.

Curriculum

National Curriculum subjects making up a course of study.

Differentiation

Modification of the curriculum in some way to allow individuals or groups to access it.

EAL Support

Support for pupils/parents with English as an additional language.

Formative assessment

A range of formal and informal procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve attainment.

Graduated response

Support is planned takes the form of a four part cycle Assess, Plan, Do, Review.

PLSP - Personalised Learning Support Plan

A tailored plan which defines a pupil's special education program. It outlines targets and details the level of support and appropriate interventions that are different from or additional to the school's usual working practices.

SENAT

Special Educational Needs Assessment Team (Local Authority)

SENCO

Special Educational Needs Co-ordinator - teacher with responsibility for SEND provision.

SEND

Special Educational Need or Disability.