



**ST MARY
QUEEN OF
MARTYRS**
VC ACADEMY

St. Mary Queen of Martyrs VC Academy SEND
Information Report

Prepared: November 2021

Review date: November 2022

Introduction

Our special educational needs and disability (SEND) information report provides a comprehensive overview of the school's approach to identifying and supporting pupils with SEND so that they make progress, achieve their best and become confident individuals. This information will be updated annually.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We continually monitor the progress of all learners and use assessment information to ensure that sufficient learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings with senior staff.

Key staff for responsibility for pupils with SEN:

SENDCO -Mr Evans

Executive Headteacher – Mrs Ryan

Head of School – Mrs Coldham

Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in the learning than the majority of others of the same age; or
- b) Have a disability which prevent or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN Code of Practice 2014

Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities.”

2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff, non-teaching staff and Board of Directors understand and use a consistent approach in implementing support for young people with special educational needs.

1 Special Educational Needs for Which Provision is Made

St Mary Queen of Martyrs VC Academy currently supports children who have a range of special educational needs and disability (SEND). The Code of Practice 2014 describes four broad areas of SEND:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and /or physical needs, including a range of physical difficulties (PD) as well as a hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of PMLD and MSI.

2 Policies for the Identification and Assessment of Pupils with SEND

- a) The process of identifying a special educational need is partly through assessments made on entry to the school, or termly during the school year, often on a whole school basis. This may include reading tests, standardization testing, CAT testing or EYFS assessments, in line with the school's assessment practices. Observations are also used
- b) Following discussion with parents, class teachers raise concerns in the first instance with the SENDCO, as set out in the SEND Code of Practice 2014.
- c) Parents and pupils are consulted with during each step of the process.
- d) Staff training is offered to develop staff knowledge of special education needs.

e) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, CAMHS and Speech and Language Therapy Services.

3 Policies for making provision for pupils with SEN

The policies outline in this section apply to all pupils with SEND, whether or not they have EHC Plans.

- a) The school closely monitors the provision for pupils with special educational needs. This will be reviewed termly in consultation with parents, the SENDCo, outside agencies (where appropriate) and the pupils themselves.
- b) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at St. Mary Queen of Martyrs VC Academy are:
 - (i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
 - (ii) Small group withdrawal, where a member of staff may deliver a short-term English, Maths or other intervention to a small group of pupils.
 - (iii) One to one withdrawal, where there may be targeted support in their area(s) of need.
 - (iv) Social skills groups or Speech and Language where appropriate

4 Contact details of the SEND Co-ordinator

The SEND co-ordinator is Mr Evans

Contact Telephone Number: 01482 825625

Email: admin@smghull.org FAO Mr Evans

5 Expertise and training of staff in relation to children and young people with special educational needs

St Mary Queen of Martyrs VC Academy has a policy of continuous professional development for all staff, including teachers and teaching assistants. This includes training on special educational needs. Some staff have received speech and language training through the use of specialist speech and language therapists and Autism awareness training through outreach services.

Additionally, staff have received training in Dyslexia Awareness, working memory, colourful semantics and Downright support and strategies.

Staff receive training 'in house' and from outside agencies where appropriate in order to meet the needs of pupils with SEND in the school.

6 Equipment and facilities to support children and young people with special educational needs

A pupil's need for equipment and facilities is individually assessed. Funding for the purchase equipment may be provided by the school or requested from other appropriate agencies.

7 Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents and carers are involved at each stage of the assess, plan, do and review process and are invited to discuss the needs of their child with the class teacher in the first instance.

Subsequent to this, parents/carers will be kept informed of progress and outcomes in a number of ways:

- a) Liaison with the class teacher informally.
- b) Parents Consultation Evenings when advice and support in helping their child at home can also be given.
- c) Formal review their child's progress with the SENDCo and/or class teacher
- d) In addition, for pupils with an EHC Plan/Statement of SEN, there will be an annual review of progress and provision.

8 Arrangements for consulting young people with special educational needs about their education.

- a) The pupil is involved (as is appropriate) at every stage of the assess, plan, do and review process.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:
 - (i) Informally with their class teacher on a regular basis.
 - (ii) documented on their pupil passport where they can verbally communicate or have written input to their provision.

- (iii) In some instances, the pupil might contribute to a more formal meeting to review their provision and progress. This could be in person, or by submitting a report.

9 Any arrangements made by the directors relating to the treatment of complaints from parents of pupils with special educational needs concerning provision at the school.

Complaints about SEND provision within the school are first dealt with by the SENDCO during arranged meetings

Where a satisfactory conclusion cannot be reached, the parent or carer can then make an appointment to see the Head of School.

If a satisfactory conclusion still cannot be reached, then the Board of Directors must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10 How the directors involve other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and/or other professional support service, or voluntary organization. These may include:

- Educational Psychologist
- Speech and Language Support Agency
- ASD Team
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children’s Centres
- CAMHS for Mental Health needs
- Kids-Parent Partnership
- School Nursing Team
- Northcott Outreach Service

A full list and links to appropriate organisations can be found on the Hull Authority Local offer website.

Advice may be sought from one or several providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals. Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

12 Arrangements for supporting pupils with special educational needs in transferring between phases of education of preparing for adulthood and independent living.

Where a child has an Educational Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to transition to secondary school. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools to help make an informed choice. The Local Authority SEND team will administer the process following any request by the parent or carer.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and/or transition meetings to support all new pupils. This might be alongside the use of social stories, transition activities/programmes and/or communication passports. Early admittance policies are also being used by some secondary providers to help children settle earlier into new routines.

All children with a Statement of Special Educational Need/Educational Health Care Plan must have their secondary transfer placement confirmed by 15th February in Year 6.

SEND pupils are supported through transition between classes and key stages. Support might include additional visits, use of social stories, transition books, communication passports and/or transition meetings.

13 Personnel

SEND provision for any pupil is the responsibility of his/her class teacher. The school's response is co-ordinated by the SENDCo who can be contacted by the school and is over-seen by the Head of School, Head and Board of Directors.

The role of the SENDCo is to:

- Manage the day-to-day operation of the policy
- Co-ordinate the provision for and manage the responses to children's special needs
- Support and advise colleagues
- Analyse data and monitor progress
- Observe the provision of interventions
- Oversee the records of all children with special educational needs and disabilities
- Act as the link with parents
- Act as the link with external agencies and other support agencies
- Monitor and evaluate the special educational needs provision, and report to the Senior Leadership Team and Board of Directors
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Contribute to the professional development of all staff.

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will make the necessary arrangements and discuss with parents and carers accordingly. These agencies include the Local Education Team including the educational psychologist, IPASS, speech and language therapist, behaviour support team, and health and local authority personnel. Any or all of these agencies may be involved in the provision, construction, delivery and/or review of targets in children's pupil passports in order to ensure children's attainment is raised.

The role of the Head of School

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head of School keeps the Board of Directors informed and works closely with the school's SENDCO. The Head of School seeks out and shares best practice with other schools.

14 Information on where the local authority's offer is published

For more information regarding Hull City Council's Local Offer, please click on the link below:

<https://hull.mylocaloffer.org/s4s/WhereILive/Council?pageId=3003>

You can also access the SEND Code of Practice 2014; updated May 2015 by clicking on the following link:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>