ENGLISH MARTYRS' CATHOLIC PRIMARY SCHOOL

SEN Policy and Information Report

2026 – 27

Our English Martyrs' School community aims to follow the example of Christ in welcoming, recognising, fostering, and developing each individual as a unique and special gift of GOD with value and dignity.

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1. Aims and Inclusion Statement

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of all stakeholders in providing for pupils with SEND.

Inclusion Statement

- We endeavour to achieve full inclusion of all children (including vulnerable learners), while meeting their individual needs.
- Teachers provide adapted or differentiated learning opportunities and select materials appropriate to children's interests and abilities, ensuring access to the curriculum for all.
- Having a special educational need might explain slower progress but is not an excuse; we strive to narrow gaps in attainment between vulnerable learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Children learning EAL will receive differentiated work and individual learning support as part of our overall support for vulnerable learners.
- We judge success by individual progress, not only by attainment.
- We distinguish between "underachievement" (often due to poor prior experiences) and genuine special educational needs.
- Some pupils may underachieve without having SEN. It is our responsibility to identify these pupils early and intervene with appropriate interventions to help these pupils to catch up.
- For pupils with genuine SEN, we aim to provide maximum opportunity to attain and achieve alongside peers, through accurate assessment, root-cause planning, and provision funded initially through delegated school resources.

- English Martyrs' Catholic Primary School is committed to securing the best outcomes for pupils with SEN and disabilities by offering:
  - A curriculum tailored to individual needs
  - In-class support
  - Small group or one-to-one interventions

- Homework support
- Specialist help from external professionals (e.g. SALT, Educational Psychologist)

2. Legislation and Guidance

This policy and information report is based on the statutory SEND Code of Practice: 0 to 25 years, and the following legislation and guidance:

- Part 3 of the Children and Families Act 2014, which sets out the statutory framework for children and young people with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which include provisions about EHC plans, SENCOs, and the SEN information report.
- The Equality Act 2010, which imposes duties on schools to make reasonable adjustments and avoid discrimination for pupils with disabilities.
- The "Supporting Pupils with Medical Conditions"(2015) and additional statutory guidance (2017) relevant where pupils have health needs.
- The SEND Code of Practice which was last updated in **September 2024**.

3. Definitions

Special Educational Needs (SEN): A pupil has SEN if they have a learning difficulty or disability that requires special educational provision over and above what is typically provided.

A child will be considered as having a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than most pupils of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that normally available to pupils of the same age.

4. Roles and Responsibilities

a. The SENCO

They will:

i. Work with the Headteacher and SEN Governor to set strategic direction around SEN policy and provision.
ii. Manage the day-to-day implementation of this policy and coordinate provision for pupils with SEN, including those with EHC plans.
iii. Provide professional guidance to colleagues, liaise with parents and external agencies to ensure high-quality support and teaching.
iv. Advise on the graduated approach (assess, plan, do, review).
v. Oversee allocation of the school's delegated SEN budget and resources.
vi. Act as the point of contact for external agencies (LA, health, etc.).
vii. Liaise with receiving schools to ensure smooth transitions.

viii. Ensure the school meets obligations under the Equality Act 2010 (reasonable adjustments, access).
ix. Keep up-to-date records of all pupils with SEN.

b. SEN Governor

They will:

i. Raise awareness of SEN issues in governing body meetings.
ii. Monitor the quality and effectiveness of SEN provision in the school.
iii. Work with the Headteacher and SENCO on strategic SEN planning.

c. Headteacher

The Headteacher will:

i. Collaborate with the SENCO and Governor to determine SEN strategy.
ii. Ensure provision and progress for pupils with SEN/disabilities.

d. Class Teachers

Each teacher is responsible for:

i. The progress and development of all pupils in their class.
ii. Planning and assessing support and interventions in collaboration with TAs and specialist staff.
iii. Working with the SENCO to review each pupil's progress and adapt provision.
iv. Adhering to this SEN policy.

5. SEN Information Report

a. Types of SEN we provide for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication & Interaction needs (e.g. ASD, speech and language)
- Cognition & Learning difficulties (e.g. dyslexia, dyspraxia)
- Social, Emotional & Mental Health (SEMH) difficulties (e.g. ADHD)
- Sensory and Physical needs (e.g. visual impairment, processing difficulties, epilepsy)
- Moderate, Severe, Profound, or Multiple Learning Difficulties

b. Identifying SEN and assessing needs

We assess pupils on entry and continue with regular assessments. We look for pupils whose progress is:

i. Significantly slower than peers from the same starting point
ii. Not consistent with their prior rate of progress
iii. Unable to close the attainment gap
iv. Widening the attainment gap

Slow progress or low attainment alone does not automatically indicate SEN.

When considering SEN provision, we first define desired outcomes (based on pupil/parent views) and determine whether adjustments to core teaching suffice, or whether additional / different provision is needed.

c. Consulting and involving pupils and parents

Early discussions are held with parents and, where appropriate, pupils, to identify strengths, difficulties, and agree outcomes.
Notes from these conversations are added to the pupil's record and shared with parents. Parents are formally informed when SEN support is initiated.

These conversations will make sure that:

i. Everyone develops a good understanding of the pupil's areas of strength and difficulty
ii. We take into account the parents' concerns
iii. Everyone understands the agreed outcomes sought for the child
iv. Everyone is clear on what the next steps are

d. Assessing and reviewing progress
We follow the **graduated approach** (assess, plan, do, review). Needs analysis draws upon:

- Teacher assessments and experience
- Previous progress, attainment, and behaviour
- Input from other teachers
- Comparison with peers and national data
- Parent views
- Pupil views
- Advice from external professionals where relevant

Support and teaching strategies are reviewed regularly in collaboration with parents, and adjustments made as needed.

e. Transition and preparing for adulthood

Pupil's identified as requiring additional support for transition will be given opportunities to spend extra time familiarising themselves with their new teacher and classroom. A personalised transition booklet with details and photographs of any significant changes will be provided to be

shared at home. Pupils will be supported to make a Pupil Passport to share their views and interests with their new teacher to ensure an individualised approach.

We will share information with the school, or other setting the pupil is moving to. This will sometimes involve holding additional meetings or inviting the SENCO from the new school to meetings already scheduled such as annual reviews. We will agree with parents and pupils which information will be shared as part of this.

Where appropriate we will involve Southwark agencies such as SENDip and the Autism Support Team to help monitor and ensure a smooth transition for Year 6 children in their new settings at high school. A transition program run by the SENCO and class teachers will be available for all Year 6 pupils in the Summer term.

f. Approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is always the first response. We provide additional interventions, including but not limited to:

i. Communication and interaction – supported by our Speech and Language Therapist
ii. Social skills- including Lego Therapy, peer mediated intervention and discrete social skills packages as advised by our Speech and Language Therapist and Educational Psychologist
iii. Life skills such as gardening groups
iv. Additional math's
v. Additional reading
vi. Additional writing
vii. Additional phonics – RML and Toe by Toe
viii. Fine motor support
ix. Handwriting
x. Health mentoring
xi. Social, emotional and mental health support – check-ins with our Learning Mentor
xii. Emotional Literacy support (ELSA)
xiii. Additional PE support to develop gross and fine motor skills

g. Adaptations to curriculum and environment

We make the following adaptations to ensure all pupils' needs are met:

i. Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
ii. Adapting our resources and staffing
iii. Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
iv. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

For further information please refer to our Accessibility Plan –you may get a copy from the school office or the school website.

h. Additional support for learning

Teaching assistants will support pupils on a 1:1 basis to ensure accessibility for pupils.

Teaching assistants will support pupils in small groups where appropriate.

We partner with the following agencies to provide support for pupils with SEN:

i. Visual Impairment Team
ii. Autism Support Team
iii. Educational Psychologist
iv. Speech and Language Therapist
v. SENDIP
vi. Occupational Therapist
vii. Complex Nursing Team/Outreach Nursing Team
viii. School Nursing Team
ix. Autsim Support Team
x. Local Authority SEND consultant

i. Staff expertise and training

The SENCo is part of the Inclusion Team which is led by the Deputy Head Teacher and includes the School Home Support Teacher, Speech and Language Therapist, Learning Mentor and Health Mentor who work closely to ensure provision is appropriate and children are supported to make progress across all areas of learning.
English Martyrs' has 19 teaching assistants who are trained to deliver SEN provision including supporting children with Educational Health Care Plans.
In the last academic year staff have been trained to work with children with the visual impairments, precision teaching and delivering speech and language interventions, and working with children with ASD as well as general training on SEN and the SEN Code of Practice.

All of our permanent teaching assistants have also been invited to attend training for epilepsy, sickle cell and asthma from the School Nursing Team.

j. Securing equipment and facilities

We base resource purchase on evidence-based or specialist recommendations.

k. Evaluating effectiveness

We evaluate the effectiveness of provision for pupils with SEN by:

i. Reviewing pupils' progress towards their individual educational plans goals each term
ii. Reviewing the impact of interventions after a minimum of 6 weeks
iii. Using pupil questionnaires
iv. Monitoring by the SENCO
v. Using provision maps to measure progress
vi. Holding annual reviews for pupils with EHC plans

l. Inclusion in wider school life

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

For further information please refer to our Accessibility Plan –you may get a copy from the school office or the school website.

m. Support for emotional & social development

We provide support for pupils to improve their emotional and social development in the following ways:

i. Pupils with SEN are encouraged to be part of the school council
ii. Pupils with SEN are also encouraged to be part of after school clubs including homework support and multi-skills in order to develop social skills as well as providing support with their learning and gross motor skills.
iii. We have a zero tolerance approach to bullying.

n. Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

These agencies include:

- Health Mentor (Evolve) – who is in school full time (five days a week) to provide physical and mental support
- Educational Psychologist
- Speech and Language Therapist – who are in school two days x week to deliver specialist interventions and guide targeted group intervention working on communication and interaction needs
- SENDip – to support secondary school transition for children with SEN and children starting Reception

- Counselling services – including Solace
- Autism Support Team
- CENMAC – to secure specialist equipment for pupils with visual impairment
- Southwark Council SEN Team
- Behaviour Support Service
- Complex Nursing Team/Outreach Nursing Team
- School Nursing Team

o. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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i. Exclusions

ii. Provision of education and associated services

iii. Making reasonable adjustments, including the provision

p. Contact for parent support

Southwark Information Advice and Support Team (SIAS) - 0207 525 3104 email sias@southwark.gov.uk

q. Contact details for raising concern

Head teacher: Mr Camilleri

SENCO: Ms V Castaldi

Please contact either of these members of staff via the school office on 020 7703 4726 or the School Office Email: office@emps.school or our SENCO email: vcastaldi@emps.school

r. The local authority local offer

Our contribution to the local offer can be accessed online at: SEND Information – English Martyrs RC Primary School

Our local authority's local offer is published here: http://localoffer.southwark.gov.uk/

6 Monitoring arrangements

This policy and information report will be reviewed by the appointed SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions