



**ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL
SEN POLICY AND INFORMATION REPORT**

Date of Approval	May 2026
Date of Next Review	May 2027
Review led by	SENCo
Approved by	Full Governing Body
This Policy should be read in conjunction with the following documents	<ul style="list-style-type: none">• Accessibility Plan• Complaints Procedure• Equality information and objectives• Medicines Policy• Behaviour Policy• Public Sector Equality Duty• Supporting pupils with medical conditions• Safeguarding
Notes	Annual review



School Mission Statement

Our Mission statement demonstrates our commitment to inclusion at English Martyrs school:

To accept each individual as they are and to enable them to develop their full potential within a Christ-centred, worshipping community in a spirit of love, happiness and understanding

'A Learning Community in Christ'

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1. 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 everyone involved in providing for pupils with SEN

Our Mission Statement sets out our vision, values and aims for all of our children, including our children with SEND. As part of our Catholic Social Teaching, we are called upon to protect human dignity and those in need of help. We 'accept each individual as they are' and that we 'enable them to develop their full potential within a Christ-centred, worshipping community in a spirit of love, happiness and understanding.' This Mission Statement guides the formation of all policies and practices across the school.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010, which introduced the public sector Equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to set publish information to demonstrate how they are complying with the public sector equality duty.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Jodie Jobbings

They will:

- Work with the headteacher and SEN governor(s) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor(s)

The SEN governor(s) will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Monitor SEN/PPG Budget/Spend
- Monitor Attendance Records

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Implementing specific interventions to support classroom learning in co-ordination with the SENCO and the wider interventions arranged.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- To ensure quality-first teaching strategies are being used in the classroom, as the first wave of intervention for SEN pupils.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, global learning delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anger and anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

*English Martyrs follows the guidance contained in the **Special Educational needs and Disability Code of Practice 0-25 year (2024)***

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We will continue to monitor all children with a SEN diagnosis as this does not automatically mean they will need to be on the SEN Register as this is based on need.

5.3 Consulting and involving pupils and parents

Class teachers will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record. We will formally notify and discuss with parents when it is decided that a pupil will receive SEN support. Class teachers will refer concerns to the SENCO after a discussion with parents.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's views
- Advice from external support services, if relevant

The assessment will be reviewed regularly through their ILP.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information within the school at transition points and to the new school a pupil is moving to. Detailed transition is planned and delivered in conjunction with parents, students and new school settings to ensure a successful transition for children with additional needs into their Secondary school. All pupils have an Induction day at the new school and for some pupils additional visits may be arranged supported by key adults.

5.6 Our approach to teaching pupils with SEN

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We may also provide the following interventions:

- Phonics, reading, writing and maths intervention
- Occupational Therapy sessions (*Jump Ahead*) to develop gross and fine motor skills
- Speech and language programs
- Meet and Greet with a key adult, to encourage a positive start or end to the day
- Play Therapy
- SEMH groups

5.7 Adaptations to the curriculum and learning environment

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

- Scaffolding our curriculum to suit the learning needs of individuals, to ensure all pupils are able to access the learning, for example, through grouping, outcomes, teaching strategies, 1:1 or small group learning
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, enlarged print for texts and sensory resources.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, working walls, scaffolding of tasks
- Offering alternative places to work or safe spaces to go to within the school environment.

Where further adaptation is necessary, the school would work with the Local Authority and other outside agencies to make reasonable adjustments to enable all children to have access to the school curriculum.

5.8 Additional support for learning

We have a number of highly trained teaching assistants who are trained to deliver interventions such as speech and language, reading and phonics interventions. We have a designated teaching assistant to run interventions across KS1 and KS2 under the direction of the Head Teacher and SENCO.

Teaching assistants will deliver support for pupils under the direction of the class teacher and SENCO. For some pupils it may be appropriate to receive support on a 1:1 basis when necessary.

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

- Autism and Social Communication Team
- Child and Adolescents Mental Health Services (CAMHS)
- Child Development Centre, Worthing Hospital
- Educational Psychology Service
- Learning and Behaviour Advisory Team
- Occupational Therapy
- Our Space Therapies – Play Therapy
- Speech and Language Therapy Team
- Thought-full
- West Sussex School Nursing Service

This list is not exhaustive and will depend on the current needs of pupils in school.

5.9 Expertise and training of staff

Our SENCO has had a number of years' experience of SEN teaching and is currently undertaking the NPQSENCo. They have built up a good network of specialist support in the locality.

We have a dedicated team of teaching assistants, who are trained to deliver SEN provision and we encourage CPD training opportunities to enhance their skill set.

In the last year, staff have been trained in safeguarding, speech and language, key SEN classroom strategies, WSCC ordinarily available inclusive practice, on-going revisiting MITA training (Maximising the Impact of Teaching Assistants, e.g. providing the least amount of support first approach to helping children to be independent learners) and First Aid. All teaching assistants have also had Emotion Coaching training delivered by ThoughtFull.

We use specialist staff to deliver Play Therapy.

5.10 Securing equipment and facilities

As appropriate the school can purchase specialist equipment, e.g. Wobble and Sit cushions, laptops and the appropriate software that enable pupils to access the curriculum, demonstrate their learning and access information which is readily accessible to pupils who are not disabled. Where more specialist equipment was required this would need support from appropriate agencies/ organisations.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' progress towards their outcomes when reviewing their Individual Learning Plans (ILPs) as well as the termly Pupil Progress meetings which are held with the class teacher and senior leadership team.
- Baselining SEN pupils termly and implementing strategies and interventions accordingly
- The use of class provision maps and individual plans for our EHCP pupils
- Reviewing the impact of interventions following their completion
- Using pupil voice
- Discussions with parents and outside agencies
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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 in Year 5 and 6.

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.

All pupils are given the opportunity to represent the school in positions of responsibility, e.g. sports, or house captains or as ambassadors of the school.

5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be active members of all aspects of our school, including the school councils
- Pupils with SEN are also encouraged to be sports ambassadors and Mental Health Ambassadors to promote teamwork and building friendships for all the children in school etc.
- Pupils with SEN have access to a Pastoral Support Teaching Assistant where this will be beneficial to them through SEMH groups.

We have a zero-tolerance approach to bullying and are working with the Anti bullying Alliance.

5.14 Working with other agencies

The school actively seeks support from different agencies and supports a holistic approach in the best interest of pupils. The school works closely with the Local Authority support services and voluntary organisations in meeting pupils' SEN and supporting their families. We also access the Special Education Advisory Outreach Service for accessible specialist support.

5.15 Complaints about SEN provision

Concerns about SEN provision in our school should be made to the class teacher or SENCO in the first instance, where we hope to be able to resolve any issues. Where parents feel it is necessary, they are able to discuss this complaint further with the headteacher. At any point, parents can 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:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

There are a number of support groups in the local area that can offer children with SEN and their families support. These can be found on the Local Offer website <https://westsussex.local-offer.org> or please ask the school for further information.

5.17 Contact details for raising concerns

If you have a concern, please contact the school office 'office@englishmartyrs.school' to contact the following people:

Jodie Jobbings – SENCO

Dr Townsley – Headteacher

Frances Amos and Lorna Wells – SEN Governors

5.18 Admissions

Admissions for all children, including those with SEN are in-line with the School's usual admissions policy. If your child has an EHCP, please speak to the Local Authority for guidance.

5.19 The local authority local offer

Our contribution to the local offer is:

Welcome to English Martyrs Catholic Primary School where we are a 'Learning Community in Christ'. We all work, play and worship together in our happy family. We give our children a wide range of opportunities and nurture all children and adults to aim high and achieve the best they can. Your child is the centre of all we do, because they are our future.

What we do:

- Let each child develop to their fullest potential spiritually, morally, academically, physically, creatively and socially in order that they make their own unique contribution to society.
- Provide an inclusive learning environment, where we believe all pupils can succeed.
- Create a climate of excellence, through our happy and stimulating environment, where children are challenged within a balanced and enriched curriculum.
- Offer and promote a learning community, where opportunities for all are equal, each child is valued and high expectations are made and celebrated.

Our local authority's local offer is published here:

<https://westsussex.local-offer.org/services/458-english-martyrs-catholic-primary-school>

6. Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. As a school we aim to meet the diverse needs of all pupils to ensure inclusion for all.

7. Monitoring arrangements

This policy and information report will be reviewed annually and amended as appropriate to reflect any change in Legislation or current practice. It will be approved by the governing board.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Complaints Procedure
- Equality information and objectives
- Medicines Policy
- Behaviour Policy
- Public Sector Equality Duty
- Supporting pupils with medical conditions