



Martin High School

Special Educational Needs Report 2016

School/College Name	Martin High School
Address	Link Road
Telephone Number	0116 236 3291
Name of Head Teacher	Mrs. Laura Sanchez
Head Teacher contact details	lsanchez@martin.leics.sch.uk
Website address	www.martinhigh.org
Facebook feed	www.facebook.com/Martin-High-School-Anstey
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Age Range of Pupils	11-16
Date of last inspection	16 November, 2016
Outcome of last inspection	

Does school/college have a specialist designated unit / additional learning support department? Yes

Total number of students with special educational needs at school (SEN support) and medical needs: 152

Total number of students with a statement / EHCP: 9

Total number of students receiving additional learning support: 161



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Martin High School is a mainstream school where all pupils are inspired to 'Dream more, Learn more, Do more and Become More'. As a school, we aim to inspire all our pupils to achieve their potential personally, socially, emotionally and academically. In order to support all pupils, including those with SEN, a range of provision is put in place. This report is not intended to be exhaustive as, as a proactive school, we are consistency looking for ways to support our learners.

This report has been created following guidance from '*Local Offer Template: Guidance for Educational Settings*'

Information reference	What we offer
<p><i>1. The kinds of special educational needs for which provision is made at our school.</i></p>	<p>We are a mainstream school, we aspire for all of our pupils to Dream more, Learn more, Do more and Become More, including those with SEND. Students are identified as SEN when their progress has significantly slowed or stopped, and the interventions and/or resources based on Quality First Teaching that we normally put in place do not enable improvement.</p> <p>A student may also be classed as SEND where there are external agencies involved with the child such as Autism Outreach; ADHD solutions; CAMHS or Speech and Language services. We have Pupil Passports for pupils to support their development and accelerate progress.</p> <p>Typically, the students with SEND pupils in our school have moderate learning difficulties (especially reading and/or writing), social or emotional development, and sensory difficulties with sight and/or hearing. We have a number of students diagnosed with Autistic Spectrum Disorder, and ADHD.</p>
<p><i>2. The school's policies for the identification and assessment of students with special educational needs.</i></p>	<p>Our teachers closely monitor the progress made by all students and ask advice from the SENCo as soon as they have concerns about any student. We have close links with our feeder primary schools and this helps us to understand the needs of SEND students before they arrive. We use Key Stage 2 teacher assessment and base line testing to decide which students will require SEND support. The SENCo can also help teachers to plan activities such as small group work or special programmes to help the students. If these activities do not help the student to make better progress, the SENCO might suggest other</p>

	<p>programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENCO, form tutor or subject teacher will meet with parents/carers and student and together agree that additional SEN support will be put in place.</p>
<p><i>3. The school's policies for making provision for pupils with special educational needs whether or not students have EHC Plans, including:</i></p>	<p>Our policies on SEND and access provide information about how we make provision for all students with SEND. These policies are available to view on the school's website under 'policies',</p>
<p><i>a) How the school evaluates the effectiveness of its provision for such pupils:</i></p>	<p>We regularly review data for all students and the impact of interventions is measured and evaluated. Subsequent interventions will then be put in place if needed.</p>
<p><i>b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:</i></p>	<p>An Education, Health and Care (EHCP) plan review and / or transfer review will take place during the academic year. Key professionals involved in the plan will be invited to attend. Parents are central to the planning and intended outcomes of the plan. The SENCO will attend transfer reviews for students in Year 6 who have identified Martin High School as their next destination school. We will invite post-16 providers to transfer reviews for students in Year 11.</p> <p>Parents are welcome to bring a person to support them, for example a family member/ friend or parent partnership representative. However, you do not need to wait for these meetings if there is a concern, a meeting can be arranged with key staff to discuss concerns.</p>
<p><i>c) The school's approach to teaching pupils with special educational needs:</i></p>	<p>Martin High School have the highest possible expectations of your child and all pupils in his or her class. All teaching is based on building on what pupils already know, can do and can understand. Teachers are expected to personalise learning and</p>

	<p>differentiate work to ensure that all pupils are able to access the curriculum and are fully involved in learning in class. The teacher will also put in place specific strategies (which may be suggested by the SENCo or specialists from outside agencies) to enable your child to access the learning tasks.</p>
<p><i>d) How the school adapts the curriculum and learning environment for pupils with special educational needs:</i></p>	<p>Teachers regularly check and report on pupil progress. If there are gaps in understanding and/or learning, teachers will identify what extra support is necessary to close the gap in progress between individual students and other students of the same age. Interventions might include small group sessions or 1:1 support for students. Intervention sessions will identify specific targets for improvement. Either a teacher or a trained Learning Support Assistant or Higher Level Teaching Assistant working to plans produced by a teacher may lead these interventions. The interventions will be monitored so that the impact and effectiveness can be tracked.</p> <p>The Form Tutor, Head of House or SENCo can provide information about what individual year groups are learning and how students are being helped to make better progress. There is more information about the school curriculum on our website</p>
<p><i>e) Additional support for learning that is available to pupils with special educational needs:</i></p>	<p>Support is given to students in a variety of innovative ways, ranging from access to Learning Support Assistants or Higher Level Teaching Assistants (HLTA) in lessons, to peer mentors and external agency liaison. These external agencies typically include Autism Outreach; Visual Impairment of Hearing Impairment services; and Educational Psychology. As part of our provision, and literacy programme to support students that are significantly working below national expectations in</p>

	<p>literacy. A math's mentor has been appointed to set up a similar provision for numeracy</p> <p>At Key Stage 4 new curriculum pathway models are in place to ensure the needs of all learners are met including vocational and BTEC pathways. In addition to extra literacy and numeracy sessions are delivered by key staff. The Melton Inclusion Partnership may also become involved when students are struggling to access the mainstream curriculum because of behaviour or social and emotional needs.</p> <p>Parents/ carers will be involved in decision making about alternative curriculum pathways.</p>
<p><i>f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum</i></p>	<p>Pupils with SEND are fully included in our extensive enrichment programme, with some lunchtime activities aimed specifically for them. The Aspire HUB is available at lunchtimes and after school where students are supported by Learning Support Assistants to complete homework and to take part in social skills work. Where adjustments or specialist risk assessments are needed for a student to access an activity, the SENCo will involve parents/ carers. This includes trips and visits.</p>
<p><i>g) Support that is available for improving the emotional and social development of students with special educational needs.</i></p>	<p>We have a range of programmes within school to support the emotional and social development of students. We do respond to the needs of the individual, tailoring an individual programme of support if needed. We utilise many agencies for support if we need expertise beyond our own staff. We have our Aspire Hub to provide bespoke group work programmes concentrating on areas such as confidence, resilience, and friendship. The school nursing service is available for</p>

	<p>appointments each week. All students access a tutor programme with PSHE (Personal, Social, Health Education) themes at the forefront.</p>
<p><i>4. The name and contact details of the SEND Co-ordinator:</i></p>	<p>Mrs Jackie Ward, KS3 jward@martin.leics.sch.uk Mrs Kate Iliffe, KS4 kiliffe@martin.leics.sch.uk</p>
<p><i>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured:</i></p>	<p>At Martin High School, we pride ourselves on innovative and current practice. Therefore, the training of all adults in the school is paramount to the success of all learners. Regular and appropriate staff training takes place, both of a generic and child-specific nature.</p> <p>Whole staff training shares knowledge, expertise, and experience in order to gain an outstanding, consistent approach to supporting SEND learners. Examples include Autism training, Epilepsy training, and First-Aid training.</p>
<p><i>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured;</i></p>	<p>The LA provides specialist equipment such as wheelchairs/ standing frames when prescribed by a relevant health specialist. The school provides additional adult support, usually a Learning Support Assistant, where appropriate.</p> <p>In accordance with the Disability Act, buildings may undergo 'reasonable adjustments' to ensure that they are accessible for all of our students. The Local Authority with the school negotiates this. The Aspire Hub is a safe area which pupils can access during break and lunch times to lessen anxiety, building and promoting confidence and friendship.</p>
<p><i>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</i></p>	<p>At Martin High School we believe in partnerships with our parents in order to ensure the best outcomes for our learners. Academic Progress Evenings, termly reports, review meetings and evening workshops are used effectively to consult parents. Additional meetings are available upon request.</p>

<p><i>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education:</i></p>	<p>Pupils views are very important to us. This takes a variety of forms: involvement in reviews and meetings; pupil voice surveys; self-assessment and through the student council/ House Reps where students are represented across the school to give their feelings and viewpoints about different aspects of school life.</p>
<p><i>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school:</i></p>	<p>In the first instance, approaching the SENCo would be appropriate. If your complaint is not resolved, then you can ask for a meeting in school, involving another member of the Senior Leadership Team. If you are still dissatisfied then you can request a meeting with the Head teacher. Our complaints procedure is available to view on the school website.</p>
<p><i>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students:</i></p>	<p>Services that currently come into school to support our pupils are listed below, however these are not exhaustive and will change depending on the SEND cohort.</p> <ul style="list-style-type: none"> Educational Psychology School Nurse ADHD solutions Leicestershire Autism Support Services CAMHS Melton Inclusion Partnership
<p><i>11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.</i></p>	<p>Special Educational Needs Info and Advice Service (SENDIAS) can provide support to families. SENDIAS is a confidential and impartial service that supports families who have children with Special Educational Needs (SEND). They support families of children and young people aged 0 to 19 years with any educational issues and can signpost to appropriate family support. Children do not need to have a statement of special</p>

	educational need or a medical diagnosis of disability to access the SENDIAS. They can be contacted on 0116 3055614.
<i>12. The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</i>	All students will receive support, if needed to the next phase of their learning journey. There is an extensive primary to secondary transition process, with an enhanced programme for the more vulnerable learners. The SENCo will attend transition reviews and link closely with SENCos in our partner primary schools. All pupils with an EHCP or support plan will receive independent careers advice and guidance to help them in making the move to their next destination whether that is in post-16 education or work- based training.
<i>13. Information on where the local authority's local offer is published.</i>	The Leicestershire Local Offer homepage has information about the services that are available locally. Click here to view.