

Martin High School Local Offer

Regulation 3 Special Educational Needs and Disability (Information) Regulations
(2014)

School Name: The Martin High School

Address: Link Road, Anstey, Leicester. LE7 7EB

Telephone Number 0116 2363291

Executive Head Teacher: Mrs Laura Sanchez

Contact Details Laura.sanchez@lionhearttrust.org.uk

Website: www.martinhigh.org.uk

Age range of students: 11-18

Does school have a specialist designated unit/additional learning support
department? Yes/No

1. The kinds of Special Educational needs for which provision is made at the Martin High School

The Martin High School is a mainstream school in Anstey and is currently for learners in years 7 - 12. We serve the population of Anstey as well as Glenfield, Cropston, Thurcaston and the surrounding areas. We are part of a Multi Academy Trust which includes our main feeder primary schools (Woolden Hill, Latimer, Richard Hill. Glenfield Primary and the Hall) as well as Beauchamp College in Oadby, the Cedars Academy, Sir Jonathan North and Humphrey Perkins.

As a community, the Martin High endeavours to create an environment where every individual can derive the most opportunities to develop potential in an atmosphere of care, respect and responsibility. We provide a broad and balanced curriculum that meets the needs and abilities of all learners.

Please see our website for more information about this provision.

Our mission statement clearly states that we have the inclusion of all learners at the centre of our school. We want all learners to reach their academic potential in a happy and supportive environment.

Progress of learners on the SEND record is closely monitored by the SEND department subject teachers and led by the SENCO.

2. Information about the Martin High School policies for the identification and assessment of learners with special educational needs

The SEND department led by the SENCO co-ordinates the needs of SEND learners from induction until they leave. We ensure a smooth transition from feeder school until they continue to KS4 and some learners into KS5.

Learners on the SEND register will be highlighted by primary colleagues to the Head of Year 7 and an overview of needs/current provision will be discussed. After this visit, the SENCO will go into the primary schools to discuss needs in more depth and the SENCO will meet the learners. (If the pupil has an Educational Health and Care Plan, the SENCO will already have met the pupil and parents/carers at the Annual Review). SEND learners will have additional workshops at feeder primary schools and then will come to the Martin High School for extra transition visits and to meet the SEND team.

If a pupil transfers within the school year, a series of tests will be carried out to assess the pupil's reading and spelling age. This enables us to provide a curriculum suited to their needs. The early identification of SEND is paramount in supporting both the child and helping them to achieve success.

When learners enter the school (in Year 7) they will complete the NGRT reading test. We also use KS2 SAT results and teacher assessment to support our decision making.

During morning registration, literacy and numeracy difficulties are worked on in a variety of ways with key members of staff. Interventions such as reading and numeracy interventions are aimed at raising learners' progress.

Once settled, parents/carers will be given regular opportunities to contact school to discuss their child's progress and review how the term/year has gone.

We have built positive relationships with several outside agencies. We work closely to support our learners with help from Autism Outreach and an Educational Psychologist. The school also has a designated governor for SEND/inclusion.

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be overemphasised. The earlier the action is taken the more responsive the child is likely to be, and the more readily intervention can occur. Assessment should not be regarded as a single event but rather as a continuing process.

3. Information about the Martin High School policies for making provision for learners with special educational needs whether or not learners have Education Health and Care (EHC) Plans, including:

- a. How the Martin High School evaluates the effectiveness of its provision for such learners

When an SEND pupil enters the Martin High School a tracking process begins.

Learners are also set in ability groupings to cater for the individual needs of all learners. Learning Support Assistants work within these ability groupings to support learners. Learners may receive support on a 1:1 basis, pairs or small group setting. We also have technological support to assist the learning and progress of our learners. We have a base called 'the Hub' available for learners to attend at break/lunch time.

Termly, the SEND register is reviewed and tracking sheets assessed to judge progress. As part of the data cycle, progress and attainment are reviewed on a termly as well as annual basis. Identification of learners who are not making progress or who are having difficulties will be highlighted and their needs assessed. In some cases we may need to have specialist support from an external agency or staff CPD (continual professional development) to ensure more progress is made.

If concerns are found, then a pupil may be assessed. This will involve sharing information, data, observations and communication with staff, pupil and parents. All parents are provided with information on how to support SEND learners through quality first teaching

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Data from the SEND learners will be discussed with the SEND Governor and shared with the governors.

Faculty Leaders are encouraged to discuss provision with the SENCO and to decide on the best utilisation of resources e.g. placement and responsibilities of Learning Support Assistants.

b. The Martin High School arrangements for assessing and reviewing the progress of learners with special educational needs

The SEND department have created a comprehensive tracking sheet to judge the progress of SEND learners. It will be evaluated termly to check how well the learners are doing and if there are any areas of concern. This information will be reported back to parents via reports and parents evenings. SEND learners will also be monitored by their subject teachers.

Learners with an EHCP will also have the opportunity to discuss this information at the annual review. These reviews are carried out in line with statutory guidance for reviews. Information at these meetings from parent/carer, school and external agencies is shared and updated. A copy of this is then sent to the Local Authority.

Learners who do not have an EHCP will be identified as "SEND support" on the SEN record and will be monitored termly as well as annually to check progress through assessments and reports.

Progress data is shared with parents throughout the year, in written format as well as face to face at parent's evenings. The SENCO is available to discuss individual learners at any point, usually by appointment, to ensure privacy and confidentiality.

The effectiveness of our provision is measured in the progress that individuals and groups of learners make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

- c. The Martin High School approach to teaching learners with special educational needs

Academic setting arrangements in some subjects will take into account the following:

- Information received related to learners' achievements including National Curriculum Key Stage 2 test results and Key Stage 3 teacher assessments;
- Reading and spelling ages;
- Results of assessment carried out by faculties;
- Advice from the SEND department at the learners' previous school;
- Advice from outside agencies where appropriate.

The Martin High School believes in 'Quality First Teaching'. Teachers are aware of their responsibilities to differentiate according to the needs of learners in their classes.

Teachers are provided with a teaching strategies guide and have access to regular staff training to improve their understanding of special educational needs.

The Martin High School has a team of Learning Support Assistants who work closely with the teaching staff to enable learners to fulfil their potential.

The provision for learners is related specifically to their needs by:

- Differentiated resources;
- Appropriate marking;
- Specialist equipment and materials ;
- In class support for small groups by Learning Support Assistants when necessary;
- Small group withdrawal when necessary;
- Mentoring;
- Literacy and numeracy interventions;
- Support from Outside Agencies.

d. How the Martin High School will adapt the curriculum and learning environment for learners with special educational needs

The curriculum at the Martin High School provides a broad and balanced education for learners with SEND. Setting means that learning and progress are developed at an appropriate pace and delivered using quality first teaching. Sets are arranged flexibly and based on identified pupil need. Additional support from LSAs is used to support groups and individuals with a long term goal of developing independent learning skills. The Martin High School has an inclusive ethos. We believe in engendering a sense of community and belonging. The Martin High School has high expectations of all learners.

The curriculum at Key Stage 4 has been developed to ensure all learners achieve their potential and is a passport to a successful future into further education and a professional workplace. The curriculum has been adapted to provide three pathways to cater for the needs of our learners. All learners will study:

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science (GCSE)
- PE (Core)

All learners will then have additional options depending on their needs.

We are able to offer personalised timetables for learners with special needs, built around learners' individual needs and based on their ability, capacity and potential. If you wish to discuss a personalised timetable, please contact Emma Orchard.

Post 16

Learners wanting to enter Post 16 will be expected to select four courses. Learners need 5 5-9 grades at GCSE (including English and Maths), plus meet any specific entry requirements that are listed.

The Martin High School's learning environment has been adapted to meet the differing needs of learners:

- Steps have contrasting colour edging.
- Quiet/calming rooms are available for learners who require this facility.
- Adaptations can be made to furniture placement or timetabling of learners with mobility needs.

e. How the Martin High School will provide additional support for learning that is available to learners with special educational needs

When learners are identified as having SEND, the Martin High School provides for these needs in a variety of ways.

The provision for learners is related specifically to their needs by:

- Differentiated resources
- Appropriate marking;
- Specialist equipment and materials;
- In class support for small groups by Learning Support Assistants when necessary;
- Small group withdrawal when necessary;
- Individual withdrawal for programmes tailored to meet specific needs of the pupil;
- Placing in appropriate groups;
- Mentoring;
- Literacy and numeracy interventions;
- Support from Outside Agencies.

In Year 9, learners will be tested to see if they qualify for access arrangements for public examinations and internal tests. Access Arrangements may include the use of a scribe, amanuensis or additional time.

f. Activities that are available for learners with special educational needs in addition to those available in accordance with the curriculum

At the Martin High School we pride ourselves on the extra curriculum activities we offer. At lunchtimes, alongside all the clubs and activities we offer to all learners, we also cater for SEND learners. We provide a lunchtime base called 'the Hub, where learners can socialise in a safe environment. We also offer homework support. This is open every lunchtime and is run by one of the learning support team. Learners can use the support, books and computers to complete homework.

All learners have access to extra-curricular trips and educational visits both foreign and trips within the UK.

Departments run a variety of after school clubs ranging from homework catch up to involvement in the arts and sport.

Learners are made aware of opportunities through internal school publicity. Notices will be read out in tutor time and assemblies, posters are displayed throughout the Academy and individual teachers will publicise opportunities.

If a pupil wishes to take part in a trip or activity the SEND department will liaise with staff and parents to ensure appropriate provision is made.

- g. Support that is available for improving the emotional and social development of learners with special educational needs

Learners at the Martin High School are placed carefully in a tutor group on entry. The tutor is the first point of contact for parents/carers for any concern. We have a strong pastoral team made up of an Attendance Manager, Tutors, Heads of Hours and Guidance and Support Manager who help to support the social and emotional well-being of learners.

A medical room is available to learners in the main office where supervision is provided should learners need to administer medicines. The school nurse visits the school weekly.

Good attendance is essential to success at school. Learners' attendance is monitored and support offered. The Martin High School aims to minimise instances of poor behaviour through early interventions and adaptations to the curriculum.

At the Martin High School, we believe that all forms of bullying are unacceptable and that all members of the school community have a shared responsibility in preventing it and responding to it. All learners and staff have the right to work and be educated in a safe and secure environment, and to be protected from others who may wish to harm, degrade or abuse them in any way.

The safety of learners is paramount. Learners are not allowed to leave the campus at lunch or break times for their own protection. All staff have received safeguarding training.

4. The name of and contact details of SEN co-ordinator/Manager of Special Educational Needs or Disabilities (SEND)/Additional Learning Support Department

The first point of contact for any concerns should be the pupil's tutor.

If there is a more specialised concern, the SENCO at the Martin High School is **Miss Emma Orchard** and you can contact her via our school switchboard.

The phone number is: **0116 2363291** or email emma.orchard@martinhigh.org.uk.

She would be more than happy to discuss any concerns or worries that a parent/carer has about their child.

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

Each year the school has several training sessions dedicated to SEND. These help staff to develop the appropriate skills, knowledge and resources to support quality first teaching and addressing the needs of all learners.

The SENCO actively engages in up to date training to share best practice and help deliver staff CPD. She works with a number of outside agencies to support the needs of learners.

In-service training of all staff in relation to special educational needs will remain a priority for the Martin High School.

In recent years, staff have received training on strategies to support learners with dyslexia, autism, ADHD, literacy interventions, reciprocal reading, speech and language communication, behavioural and emotional difficulties.

In addition, Learning Support Assistants have completed training on supporting learners with reading, spelling and working memory.

All new teachers are given induction training on strategies to support learners with speech and language impairments.

Awareness raising training is also available more specifically for staff coming into contact with particular learners e.g. training from the diabetic nurse or hearing impairment team.

Liaison with other school and outside agencies is an essential part of preparation for a new learners starting at the Martin High School.

In addition to expertise within the school, we have access to a variety of other services which offer support including:

- Educational Psychology Service
- Specialist Teaching Service
- Hearing Impairment Team
- Visual Impairment Team
- Autism Outreach
- CAMHS
- Social Services

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

The school works hard to ensure that no pupil is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professional such as specialist teachers, occupational therapy and specialist nursing team.

The Martin High School building is set across several blocks. We have several flights of stairs around the building. We have a one way policy to support corridor flow. We have a medical room in the reception area and all departments have access to first aid boxes.

Please see our current accessibility plan.

7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child

Working with stake holders is something that the Martin High School prides itself on.

This process starts when a pupil is in Year 6 as early transition meetings help to support a smooth transfer from one school to another. This may also involve meeting with parents, sometimes as early as Year 5.

All ECHP's are reviewed on an annual basis. Reviews are carried out in line with statutory guidance.

Progress of other learners with SEND support needs is monitored half termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. Progress data is shared with parents three times each year, in written format as well as face to face at parents' evenings.

The SENCO is available to discuss individual learners at any point, usually by appointment, to ensure privacy and confidentiality. The effectiveness of our provision is measured in the progress that individuals and groups of learners make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

Learners that are on the SEND register are regularly asked about their learning and how they feel they are progressing. During these structured conversations the current provision can be evaluated and modified where appropriate. Any changes to provision will be discussed with parents/carers.

Learners are encouraged to take an active role in the intervention schemes and their opinions are taken into account.

Learners with an ECHP are asked for their views as part of the review process.

Termly learners will be asked about their progress in a mentoring meeting with their key worker from the SEND department. Form tutors will also ask learners for their views.

Learners are asked to complete a questionnaire about school, their learning and wellbeing, on a regular basis.

Parents are encouraged to complete feedback information sheets and questionnaire after visits to school, parents' evenings as well as website feedback.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of learners with special educational needs concerning the provision made at the setting

In the first instance with any concern, the parent/carer should raise the issue with the pupil's tutor. If this is a more specialised concern then the SENCO should be contacted and a meeting set up to discuss concerns further.

Please see our Complaints Policy.

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 learners with special educational needs and in supporting the families of such learners

Our school works with a variety of external agencies to support learners and ensure their needs are met.

These include:

- Educational Psychology Service
- Specialist Teaching Service
- Hearing Impairment Team
- Visual Impairment Team
- Autism Outreach
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Diabetic Nurses
- Connexions
- Prospects
- School Nurse
- Counsellor

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

From September 2014 Leicestershire LA publishes a local offer. This has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it;
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND and service providers in its development and review.

Up to date information can be found at:

<http://www.leicestershire.gov.uk/local-offer>

Support for parents and families can be requested through SENDIASS (Special Educational Needs and Disabilities Information and Advice and Support Service).

Information can be found on the following link:

<https://www.leicestershire.gov.uk/education-and-children/specialeducational-needs-and-disability/complaints-andappeals/independent-advice-for-special-educational-needs-anddisability-send>

12. The setting's arrangements for supporting learners with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

Transition to Year 7 is coordinated thoroughly and a key team of staff are involved across the schools to aid the smooth transfer of learners as well as information. The Year 7 transition mentor meets the Year 6 staff of the feeder school on a regular basis to gain knowledge of the future year group and any SEND information is then passed on to the SENCO. The SENCO then visits all of the schools with learners on the SEN record and meets the learners. Learners at our feeder school have the opportunity to work with several teachers prior to attending the Martin High School.

Learners in Year 11 are supported in completing applications for further education in their tutor time. The SEND department will also support learners in completing applications and identifying appropriate courses.

We liaise with Further Education establishments in order to ensure they are aware of the needs of learners who may be joining them from the Martin High School.

Where appropriate, we will support learners to gain 'lifeskills' in order to enable them to lead an independent life in adulthood. This may involve working with outside agencies e.g. Specialist teaching service for our hearing impaired learners.

Learners applying for Higher Education are assisted with UCAS applications and information is shared with destinations.

13. Information on school/college contribution to the publication of the local authority's local offer

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- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND and service providers in its development and review.

Up to date information can be found at:

www.leicestershire.gov.uk/local-offer

www.gov.uk/government/publications/send-code-of-practice-0-to25