



MARTIN HIGH SCHOOL

SEND Information Report

2025-26

What are Special Educational Needs and/or Disabilities (SEND)

The term **Special Educational Needs and/or Disabilities (SEND)** is used to describe learning difficulties or disabilities that make it harder for children and young people to learn compared to others of the same age.

According to the **Children and Families Act 2014** and the **SEND Code of Practice 2015**, a child or young person is considered to have a SEND if they:

- Have a **learning difficulty or disability** that means they need **special educational provision** – this means **extra** or **different** help from what is normally available in the school setting.

The law identifies four main areas of need:

1. **Communication and Interaction** – difficulties with speech, language, and communication.
2. **Cognition and Learning** – difficulties with learning, memory, or understanding.
3. **Social, Emotional, Mental Health Difficulties** – issues that relate to behaviour or emotional regulation.
4. **Sensory and/or Physical Needs** – this refers to anything impacting how a child or young person interacts with their environment, so it may include Visual Impairments, Sight Impairments, or physical disabilities.

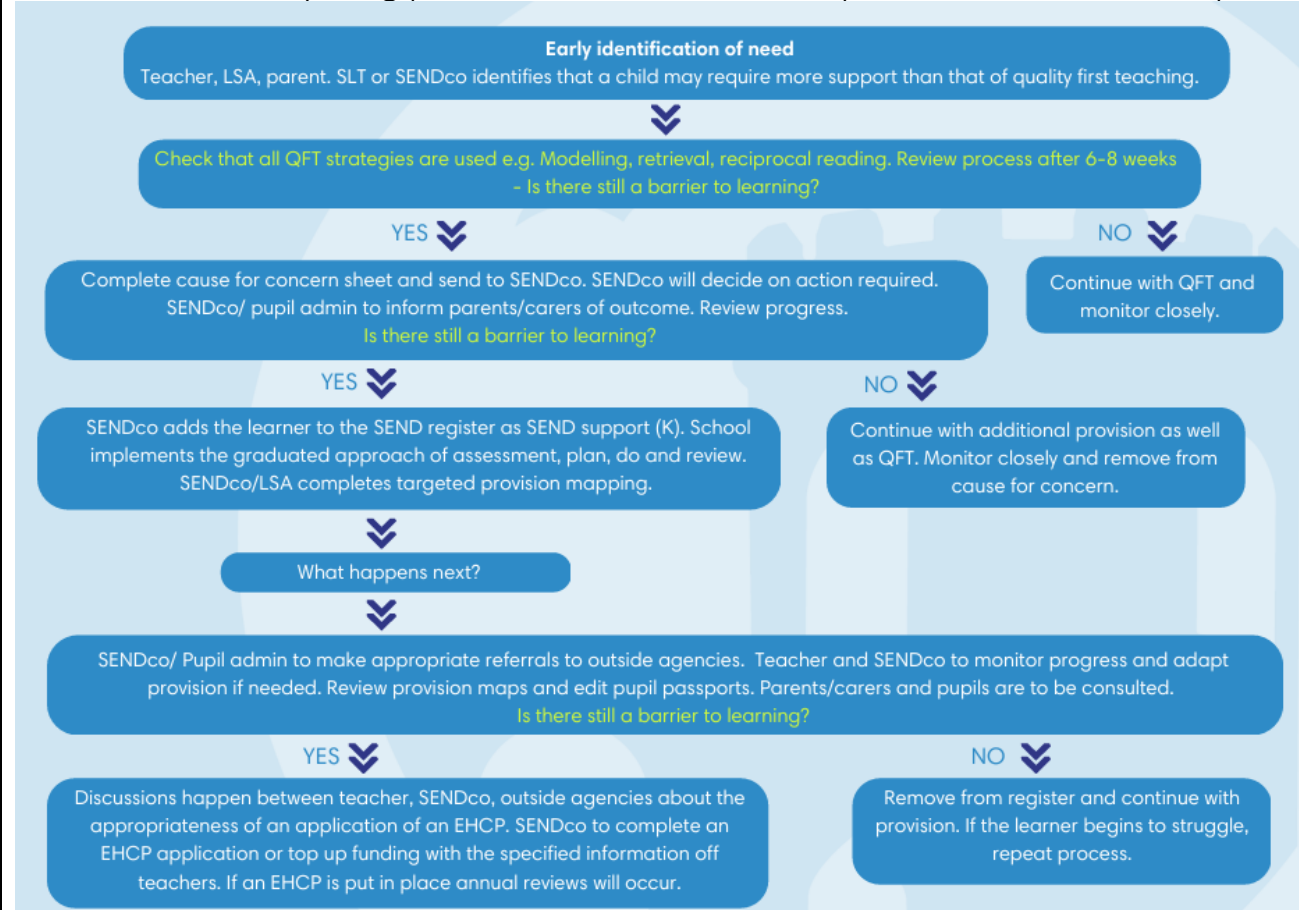
Some children and young people may have needs in more than one of these areas.

Every school has a legal duty under the **Equality Act 2010** to make **reasonable adjustments** to ensure children with SEND are not disadvantaged, and to promote inclusion.

We follow this legislation to ensure that all our young people receive the right support, at the right time, so they can learn, grow and achieve their potential.

How does our school identify and assess children with SEND?

We have trained our staff on the importance of early identification of needs being key to a young person's success at our school (see the flowchart below). Quality First Teaching (QFT) is first and foremost our main tool for supporting young people in lessons, however if this does not best meet the young person's needs, we have explained to staff what steps to take.



Alongside this, for our parents and carers, if they have any concerns with their child outside of school, then we strongly advise you to contact the school SENDCo.

Who is responsible for our SEND provision?

We strongly believe everyone at our school is committed to supporting children with SEND, but some staff have specific responsibilities:

The Special Educational Needs and Disabilities Coordinator (SENDCO) – Ryan Bray

Our SENDCO is responsible for overseeing the day-to-day running of SEND provision throughout the school.

This includes:

- Identifying children who may need extra support.
- Coordinating support and interventions.
- Working with teachers to plan suitable learning opportunities.
- Liaising with parents and carers.
- Working with outside agencies to support some of our learners.
- Making sure that the school meets its legal duties under the **SEND Code of Practice 2015**.

The Deputy Headteacher – for Behaviour and Culture – Kevin Seaward

Our Deputy Headteacher for Behaviour and Culture plays an important role in promoting an inclusive environment and supporting all our children across school. They:

- Oversee the school's behaviour and wellbeing policies.
- Work closely with the SENDCO to support young people whose SEND affects their emotional wellbeing, behaviour, or social skills.
- Help ensure all pupils feel safe, included, and ready to learn.

Teachers

Class Teachers are responsible for:

- Planning and delivering high-quality teaching for all pupils, including those with SEND.
- Adapting lessons to meet different needs.
- Monitoring progress and identifying when a child may need extra help.
- Working closely with the SENDCO and parents/carers.

	<p>Support Staff</p> <p>Our skilled Support Staff work closely with teachers and the SENDCo to:</p> <ul style="list-style-type: none"> • Provide targeted support in lessons or small groups. • Deliver specific interventions for areas such as English, Maths, and Emotional Wellbeing. • Help young people develop independence, confidence, and resilience. • Support individual children with specific needs if required.
<p>How are our school's resources allocated and matched to support children's SEND?</p>	<p>We carefully plan and allocate our resources to make sure that children with SEND receive the right support at the right time.</p> <p>Funding for SEND:</p> <p>The school receives funding from the government to support pupils with SEND. This funding is used to:</p> <ul style="list-style-type: none"> • Provide additional staffing, such as Learning Support Assistants. • Purchase specialist resources, equipment, or technology. • Provide targeted interventions, such as reading, speech and language, or emotional wellbeing programmes. • Access external specialists such as Educational Psychologists, Mental Health Support Teams, Autism Outreach Services. • Offer staff training to improve SEND support and inclusive practice across the school. <p>How support is allocated:</p> <p>Decisions about how support is provided are based on:</p> <ul style="list-style-type: none"> • The level of need identified for each child. • Recommendations from teachers, the SENDCO, and external professionals. • Regular assessments of progress and provision. • Discussions with parents and carers about what works best for their child. <p>We aim to provide support that encourages independence, so we focus on approaches that help children learn skills and strategies for long-term success.</p>

How do we support children with SEND?

We are committed to providing high-quality support for all children with SEND to help them succeed academically, socially, and emotionally. Support is personalised depending on each child's needs, and we work closely with parents and carers throughout the process.

High-Quality Teaching for All:

Every child receives high-quality teaching in the classroom. Our teachers:

- Plan lessons that are inclusive and accessible to all.
- Adapt teaching strategies and resources to meet a range of needs.
- Provide clear instructions, visual support, and other tools to help children understand their learning.

Targeted Support and Interventions:

Some children may need additional support alongside classroom teaching. This may include:

- Small group work or 1:1 sessions.
- Specific interventions focused on reading, writing, maths, speech and language, or social skills.
- Emotional wellbeing and mental health support, including mentoring and counselling.
- Help with organisation, memory, or attention.

All interventions are carefully monitored to ensure they are effective and matched to each child's needs.

Pupil Passports:

Children who need ongoing support may have a **Pupil Passport** which sets out:

- Their specific needs.
- The support they are receiving.
- Targets for progress.
- How success will be measured.

Plans are reviewed regularly with parents, carers, and the young person, where appropriate.

How do we involve parents and carers?

We believe that working in partnership with parents and carers is essential to supporting children with SEND. Parents and carers know their children best, and we value their views and input throughout their child's learning journey.

Early Identification and Discussion:

- We involve parents and carers as soon as we have any concerns about a child's learning, development, or wellbeing.
- Teachers and the SENDCo can arrange meetings to share observations and discuss next steps together.

Regular Meetings and Reviews:

- Parents and carers are invited to regular meetings to review their child's progress through Academic Progress Evenings (APE).
- As well as this, parents and carers of children with SEND are also invited to our SEND Coffee Mornings to meet other families with children with SEND, share experiences, advice and ideas, speak with the SENDCO and other key staff, and to access information about external support services.
- Targets that are set for children identified with SEND are shared to parents and carers through our Beehive platform **once a half-term**.

Annual Reviews for EHCPs:

For children with an Education, Health, and Care Plan (EHCP), we hold Annual Review meetings that include parents, school staff, and external professionals involved in supporting the child.

Ongoing Communication:

We encourage open, regular communication through:
Phone calls, emails, and appointments made via our school office.
Please contact the office if you wish to make an appointment to discuss SEND with our SENDCO.

How do we support children's emotional wellbeing?

We understand that emotional wellbeing is vital for children to feel safe, happy, and ready to learn. Our school provides a range of support to help children manage their feelings and build resilience:

Whole-School Approach:

We foster a positive, inclusive environment where every child feels valued and supported. Staff are trained to promote good mental health and recognise when a child may need extra support.

The Hub:

We have a dedicated space called The Hub, where children can:

- Access a calm, safe environment to receive emotional support.
- Take part in activities to support them with emotional regulation.
- Work on coping strategies for anxiety, worries, or low mood.
- To have a soft start to the school day to act as a gentle transition into school.

Children can refer themselves or be referred by staff, SLT or the SENDCo, parents and carers to request for their child to access this space too.

Daily Decompression:

To help children manage stress and anxiety, we offer to some of our young people Daily Decompression sessions – short, regular times during the school day to help the child reset emotionally and maintain focus.

Emotional Literacy Support Assistant:

We have trained ELSA staff who work with children on 1:1 or small group basis to develop their emotional skills. ELSAs support children with issues such as:

- Managing stress and anxiety.
- Building self-esteem and confidence.
- Developing social skills and emotional regulation.

	<ul style="list-style-type: none"> • Coping with changes or bereavement. <p>External Agencies: When necessary, we involve external specialists such as Educational Psychologists, Children and Adolescent Mental Health Services (CAMHS), Teen Health, Mental Health Support Teams (MHST), and counsellors to support our young people.</p>
<p>How is progress monitored and reviewed?</p>	<p>We carefully track and review each child's progress to make sure the support they receive is helping them to learn and thrive:</p> <p>Ongoing Assessment:</p> <ul style="list-style-type: none"> • Teachers regularly assess all pupils' learning and development through day-to-day observations, marking, and formal assessments. • For children with SEND, these assessments may help identify how well they are progressing towards targets. <p>SMART Targets:</p> <ul style="list-style-type: none"> • Children receiving additional support may be given a SMART target each half-term. This may include a target in Direct Instruction, a target in ELSA, a target from Autism Outreach Services. It is bespoke to the child. <p>Parents and Carer Involvement:</p> <ul style="list-style-type: none"> • We invite parents and carers as mentioned to regular meetings and opportunities throughout the year to discuss their child's progress. <p>SENDCO Monitoring:</p> <ul style="list-style-type: none"> • The SENDCO oversees the progress of children with SEND across the school, ensuring support is effective and timely. • They may carry out additional assessments or observations if needed.
<p>How do we prepare children for transition</p>	<p>When Joining Our School (at Any Age):</p>

when joining or transferring to our school?

- We work closely with parents, previous schools, and external professionals to gather information about the child's needs, strengths, and successful strategies.
- Visits to our school can be arranged for both the child and their family to meet staff, see the classroom, and become familiar with the environment.
- The SENDCO may visit the child in their current setting or speak with staff to support a smooth transition.
- Transition booklets with photos of key staff, classrooms, and routines can be provided to help the child feel more comfortable before starting.

Year 6 to Year 7 Transition:

We know the move to secondary school is a significant change, and we offer extra support for children with SEND:

- Enhanced SEND Transitions are offered to all SEND learners (Meet the SENDCo, Team Building Event, SEND Transition Day) as well as our core offer to Meet the Tutor and our whole Year 6 to Year 7 Transition Day(s).
- Parents and carers are also invited to attend the Meet the SENDCo event, as an opportunity to learn more about our school and what we offer to support learners joining us with SEND.

Year 9 to Year 10 Transition:

Moving into Key Stage 4 involves important decisions about GCSEs and future pathways:

- Children with SEND receive additional guidance and support when choosing GCSE options to ensure choices reflect their strengths and interests.
- Careers advisers, SENDCOs, and teachers work together to provide advice and help pupils make informed decisions.
- Small group or 1:1 sessions may be offered to help pupils understand the different courses available and what to expect.
- Additional transition support is provided for pupils with EHCPs to ensure their chosen pathway is accessible and appropriate.

	<p>Year 11 to Year 12 Transition:</p> <p>The move to post-16 education is carefully planned for students with SEND:</p> <ul style="list-style-type: none"> • We work with local colleges, sixth forms, training providers, and specialist settings to arrange visits and transition meetings. • The SENDCO ensures all relevant information is passed on to the new setting, including any EHCPs, or Pupil Passports. • Some students take part in extended transition programmes, which may include additional visits or support sessions in their new setting. • Careers advisers, external agencies, and our SEND team support the young person in exploring their options and preparing them for the next stage. • Parents and carers are actively involved throughout the process to ensure the transition plan meets the student's needs.
<p>How accessible is our school environment</p>	<p>We are committed to ensuring that every child, including those with SEND, can access all areas of school life. We aim to make our school environment as welcoming and accessible as possible for all pupils, staff, parents, and visitors.</p> <p>Accessibility Plan:</p> <p>We have an Accessibility Plan that outlines the steps we take to improve access to:</p> <ol style="list-style-type: none"> 1. The Physical Environment 2. The curriculum 3. Written information <p>This plan is reviewed regularly and reflects the needs of our current school community.</p>
<p>How do we support children with medical needs?</p>	<p>Medicines at School</p> <ul style="list-style-type: none"> • We have in place a Medical Needs Policy. • Staff are trained to administer medication safely and ensure confidentiality and dignity in the process. • Prescription medicines are only administered with parental consent and according to a healthcare plan or written agreement.

	<p>Staff Training: Staff receive relevant medical training, which may include:</p> <ul style="list-style-type: none"> • First Aid • Administering Medication (e.g., for asthma, diabetes, allergies, epilepsy) • Use of emergency equipment such as EpiPens <p>Our training on medical needs is reviewed regularly and reflects the needs of our current school community.</p>
<p>How will we support children with enrichment opportunities and trips?</p>	<p>Inclusive Approach:</p> <ul style="list-style-type: none"> • We are committed to making sure that every child can take part in school trips, residential visits, clubs, sports, and enrichment activities. • We make reasonable adjustments to ensure these activities are accessible for all pupils. • This may include additional staffing, adapted transport, or changes to activities to meet individual needs. • Risk assessments are completed for all trips and events, and we work with parents, carers, and external professions where needed to identify and reduce any potential risks. <p><i>We cannot guarantee your child will have a place on a trip, as some are planned for on a First Come, First Serve basis. However, we can always accommodate needs.</i></p>
<p>What outside agencies do we work with?</p>	<p>We work with a wide range of outside agencies and professionals to ensure that children with SEND receive the right support at the right time. These partnerships help us to meet children's educational, emotional, physical, and medical needs effectively.</p> <p>Here are some of the key services we work with:</p> <p>Educational Support Services</p> <ul style="list-style-type: none"> • Leicestershire Educational Psychology Service (LEPS) – offers specialist assessments and advice to help with learning, emotional needs, or behaviour. • Specialist Teaching Teams: Provide advice for specific areas of need, such as: <ul style="list-style-type: none"> - Communication and Interaction Needs (such as Autistic Spectrum Disorder)

	<ul style="list-style-type: none"> - Specific Learning Difficulties (such as Dyslexia) - Hearing or Visual Impairment - Physical Disabilities and Motor Skills <p>Health and Medical Services:</p> <ul style="list-style-type: none"> • Occupational Therapy (OT): Helps children develop skills for daily living, fine motor control, and sensory needs. • Physiotherapy: Supports physical development and mobility needs. • Children and Adolescent Mental Health Services (CAMHS), Teen Health and Mental Health Support Team (MHST): Provide support for emotional wellbeing and mental health concerns. <p>Social Care and Family Support Services:</p> <ul style="list-style-type: none"> • Early Help Services: Offer family support and help with improving home and school life. • Children’s Social Care: Work with families where there may be safeguarding or welfare concerns. • Young Carers Services: Supports children who have caring responsibilities at home. <p>Other Specialist Services:</p> <ul style="list-style-type: none"> • Educational Welfare Officers (EWOs): Support attendance and punctuality.
<p>How do we handle complaints regarding SEND?</p>	<p>We are committed to working closely with parents and carers and aim to resolve concerns as quickly and effectively as possible. If you have any concerns or complaints about our SEND provision, in the first instance we would refer you to our Complaint Policy. In this policy you will find:</p> <ul style="list-style-type: none"> • Information about who to complain to • Our Complaints Process • A copy of our formal complaint form.

<p>Who can I contact for further information?</p>	<p>In the first instance, we ask that any SEND questions you direct to your child's form tutor. Ultimately, the form tutor works with your child on a day-to-day basis and is at the forefront of understanding them and their needs. If you still feel your concerns need addressing, please contact the school office via telephone: 0116 236 3291, email address: office@martinhigh.org.uk or in-person, to request a meeting with the SENDCO via the Microsoft Form link: https://forms.office.com/e/TOTPTTfq2y</p>
<p>Where can parents and carers get more advice or support?</p>	<p>SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Services). An independent service offering free, confidential advice to parents and carers of children with SEND. If you live in: Leicestershire: Telephone number: 0116 305 5614 Email: info@sendiassleicestershire.org.uk Website: https://www.sendiassleicestershire.org.uk/get-touch Leicester City: Telephone number: 0116 482 0870 Email: info@sendiassleicester.org.uk Website: https://sendiassleicester.org.uk/</p>

If you still have any questions or request any additional information about our SEND Provision here at Martin High, please do not hesitate to contact our school office (contact details mentioned above) to make us aware of how we can improve our offer to you.

Ryan Bray

SENDCO

Written: September 2025

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