

OUR LADY OF FATIMA CATHOLIC MULTI ACADEMY TRUST

As part of the new Code of Practice every school is required to publish their provision for Special Educational Needs within the Our Lady of Fatima Catholic Multi Academy Trust.

Who do we mean when identifying a child as having Special Education Needs

Children who have a special educational need are those who:

- A child or young person as SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
 - (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Our ethos

St Alban's Catholic Academy is part of Our Lady of Fatima Multi Academy Trust. It is a Catholic Trust in which we teach our pupils the love of God and develop in them a lifelong love of learning.

Our ethos is based on caring and respect for all. We accept, recognise and celebrate each child as an individual. We provide a safe, secure and happy learning environment in which we ensure 'Learning and Achievement for All'.

We ensure equal opportunities, where we aim for every individual learner to receive the very best individual provision possible to meet needs.

The arrangements for consulting parents

We work hard to include parents in their child's education. We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns. We welcome your views and comments.

We welcome your views through:

- an open door policy which gives you the opportunity to chat face to face on the phone
- regular use of the home-school diary
- class assemblies, social events, joining lessons

More formally through:

- Parents' evenings
- Annual reports
- Termly progress review meetings
- Surveys of parents' views

We always listen to young people as their welfare and happiness is absolutely central to us. We will respond individually to our learners' choices, preferences and needs, and get to know each individual very well. This backed up with more structured procedures for gathering learners' views:

- The School Council
- The annual review
- Target setting
- Questionnaires
- Individual observations

Our staff expertise

Our Trust SENCo is: Mrs Catherine Bell

All teachers are teachers of children with Special Educational Needs and are responsible for providing first class quality teaching and differentiation to meet the needs of all pupils.

We put in place a range of plans to meet learners' holistic needs including:

- Individual learning programmes
- Care plan, if appropriate
- Communication passport
- Medical plan, if appropriate
- Manual handling

All staff are trained annually on safeguarding and the school has specific Child Protection designated persons.

Our partnerships

The school works closely with other professional partners which include:

- School nurse
- Speech and language therapist
- Specialist teacher
- Educational psychologist

They will be involved in working with your child, reporting to you and contributing to the overall plan for what your child needs.

Our Governing Body plays an active role in strategic planning and has responsibility for overseeing the practice in the school and ensuring it meets the needs of learners and families.

Our policies and provision

The school delivers the requirements of the EYFS and National Curriculum adapted to meet individual needs.

All learners are targeted to achieve good or outstanding progress based on national expectations.

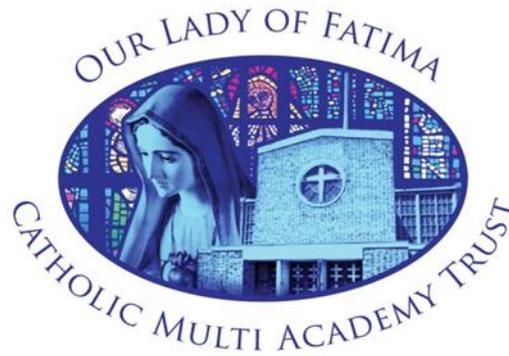
We support learners as they move to different phases of education and life.

We assess learners continuously in order to track progress and make any necessary interventions.

Our building and facilities are accessible to and safe for all learners.

A range of our school policies are available on the website or we can provide copies on request.

This includes Safeguarding Pupils and Complaints Procedure.



A FULL LOCAL OFFER OF OUR LADY OF FATIMA CATHOLIC MULTI ACADEMY TRUST

School Ethos for SEND (non-statutory)

We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community.

Our aims are:

- To appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.
- To provide a broad, balanced, stimulating curriculum for every child regardless of race, gender or ability.
- To create a happy, caring community where all feel valued and secure.

Arrangements for consulting parents of pupils with SEN

We work hard to include parents in their children's education. We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns. We welcome the involvement of parents supporting at home, in class and with specific events. Appointed governors with responsibility for SEN and Equality report to the Governing Body.

Opportunities for involvement include:

- Home/school transition/liaison
- Pre-school links
- Baseline on entry
- Class based observations/work sampling/differentiated support booster groups
- Regular, at least termly, liaison with class teacher and up to weekly with SENCO
- Information sharing with any other involved professionals
- Literacy/numeracy assessments (termly)
- Action planning agreed and shared
- Termly review using 'Team Around the Child' model
- Progress tracking (quantitative/qualitative) plus feedback from child
- Reading age assessments
- SAT results
- Target tracker data
- IEP outcomes
- School nurse input where specific health needs

- Social care input where particular needs
- Referral to speech therapist
- Accessibility plan and budget reviewed regularly to ensure the school building is accessible and well maintained

Arrangements for consulting young people with SEN about, and involving them in, their education

- Age appropriate conversations about targets, progress and pupil views sheets including those after interventions
- Next Step marking
- Equal opportunities to participate in whole curriculum
- Social interaction, i.e. musical communication, friendship circles
- Inclusive School Council assembly rota
- Excellence board for achievements
- Next step targets
- Additional 1:1 visits preparing for transition
- Certificates
- Celebrating achievement from outside of school

Name and contact details of the SENCo

SENCo Catherine Bell works four days a week and is contactable in person or email. She is a respected, knowledgeable and highly experienced SENCo and qualified teacher. She plays a key role in the life of the school, regularly meeting with senior staff, teachers, LSAs, families, named governors and professionals. She identifies training opportunities and monitors the quality and impact of interventions. With the Headteacher and Finance Officer, she is responsible for managing the SEN budget and with the Headteacher and Governors determining the strategic development of SEN policy and provision.

Contact Catherine Bell (Mon-Thurs)

Contact school office 8.30am-4.30pm Monday-Friday:

St Alban's Catholic Academy 01279 4253783 email: admin@stalbans.essex.sch.uk

St Luke's Catholic Academy 01279 423499 email: admin@stlukes.essex.sch.uk

Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEN

Open door policy to SENCo and Headteacher. We aim to resolve any issues swiftly and in person, often coming to mutual understanding and agreement.

Complaint policy on our website or available from the school office on request.

Information on where the local authority's local offer is published

Contact SENCAN at Goodman House, Harlow. Tel: 01279 404502. Via Essex Infolink. ECC website.

Information about the school's policies for the identification, assessment and provision for pupils with SEN

The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through normal classroom practice. Transition arrangements for children joining Reception are robust and the SENCo and Class Teacher are closely involved where additional needs are made apparent.

We believe that parents and pre-schools have a responsibility to liaise with us. A range of assessments and interventions are scrutinised to measure impact and progress. Interventions have a pre and post assessment measures, whether qualitative and quantitative. Provision beyond the normal, differentiated classroom approaches and learning arrangements take the form of a high quality, personalised teaching and learning approach.

An Individual Education Plan is developed in collaboration with staff, specialists, other professionals, child and family. Progress is reviewed termly and adaptations to the support provided are made as required. Plans relate to a clear SMART set of expected outcomes designed to stretch the child's learning and development. The quality appropriateness and impact of the overall provision are also kept under regular review.

Schools have funding identified within their overall budget to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHC Plan developed. This should take no more than 20 weeks. The school, child and family will be fully involved in this process. Pupil Premium Grant is also deployed and reported termly to Governors. The annual statement is available on the school website.

Information on the kinds of SEN provision made in the school

The SENCo is experienced and knowledgeable. There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement. SENCo, senior staff and Governors are committed to providing necessary support and training. Attendance at courses and training opportunities are discussed and reported on a termly basis in the Headteacher's report to Governors. We have a strong partnership with a Consortium of local schools through Harlow Local Delivery Group. The SENCo makes contact with specialist teachers and Health as required. Teachers will request hearing, sight and speech assessments for children as the need arises.

We ensure we purchase quality resources to support learning, i.e. visualizers, finger and gym trail, IT packages, Numicon, wobble cushions, Write to Start programme, games, writing slopes and other specialist equipment, etc.

We have a comprehensive Equality and accessibility plan.

Information about the expertise and training of staff in relation to children with SEN

The CPD plan for SEN is part of the overall School Development Plan which is reviewed termly by governors. The SENCo makes contact with any additional services required.

Further to the above, LSAs are employed and trained to support SEN:

- Gym trail
- Speaking and listening
- Reciprocal teaching
- Write to Start
- Sound linkage
- Narrative therapy
- Precision monitoring
- Autistic spectrum disorder
- Aggression training
- Phonics
- Talk boost

Information about the school's policies

See SEN policy.

See accessibility plan.

See Teaching and Learning policy, including assessment.

Talk to the SENCo and Headteacher.

SENCo attends termly progress meetings with class teachers, using Target Tracker progress sheets and feedback from interventions to identify next steps.

Data including Target Tracker, Raise-on-line, One page summary from ECC, specialist teacher reports, consultant visit notes, monitoring and observation file.

Information about how equipment and facilities to support children with special education needs will be secured

See relevant policies, i.e. accessibility, equality, SEN, teaching and learning, pupil premium available on request or on the school website.

See budget planning and SEN page of SDP.

SEN governor visit reports in public file.

Headteacher report to Governing Body and Minutes.

School Development Plan.

How the Governing Body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN

Policies on website or available on request.

The Governing Body demonstrate good financial management.

SENCo to signpost, recommend and instigate links services to meet identified needs.

SENCo and Headteacher complete an annual SEN SDP which identifies focus/need.

SEN governor visits and report to GB.

Headteacher Reports to Governing Body.

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

Signposted by SENCo

SENCAN

LDG Directory of Services

Children's Centre 0-5 years

School Nurse/Health

GP Surgery

Local library

School arrangements for supporting pupils transferring between stages of education

Shared visits including parents and children

Attendance of SENCo and/or Headteacher at key meetings (school, health and social care)

Liaison meetings to transfer information

Paperwork handover

Transition/induction process

SENCo accompany parents to meetings including health

Sharing of IEP information and assessments

Additional visit to secondary schools

Transition day to next year group