



Special Education Needs and Disability Policy Autumn 2023



Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

Our Lady of Fatima Catholic Multi-Academy Trust

Our Lady of Fatima Catholic Multi Academy Trust as a community reflects and celebrates the diversity of God's Kingdom where the unique individual qualities and interests of each person are valued, and the achievement of their full potential is given equal importance.

A uniquely Catholic education that serves all.

The school delivers the requirements of the EYFS, and National Curriculum adapted to meet individual needs through our Caritas Curriculum. Some learners have a personalised curriculum, allowing exposure to learning that caters for their need, e.g., more physical/sensory based.

We recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

We recognise that most individuals experience learning difficulties at some time in their life, and all can experience success. We expect and encourage the pupil to be actively involved in monitoring his or her own progress.

School Arrangements

Aims

The school aims to

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provides equality of educational opportunity
- Prioritise maintaining positive relationships with our pupils, whatever other demands are going on, engaging in quality moments (Link TPP)
- Intentionally use warm and open body language and a varied tone of voice, in order to support felt safety with us and increase their internal controls (Link TPP)

Objectives

- Ensure implementation of Government and Local Authority SEND statutory recommendations
- Ensure the school's SEND policy is implemented consistently by all staff
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs
- Ensure all pupils have access to a differentiated curriculum - and for a small number of pupils, with very complex needs, a personalised curriculum
- Recognise, value and celebrate pupil's achievements, however small
- Guide and support all staff, Governors and parents in SEND issues
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In particular to be aware of the achievement of individual pupils in reaching their educational needs
- Promote continuity of approach through step-by-step attention to individual needs
- Provide appropriate resources, both human and material, to ensure their maximum and proper use
- Involve the child in the process of identification, assessment and provision to ensure that the child is aware that his or her wishes will be considered as part of the process and that they have shared responsibility in meeting their educational needs

- Involve parents, at an early stage, to develop a home school partnership - working together for the benefit of the child

Definition of SEND

The School's ethos is founded on full access and integration for all pupils. Our commitment is to meet the needs of every child. Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children can have a learning difficulty if they:

- Have a significantly greater difficulty learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local area.

Special educational provision means educational provision which is **additional to and different from** the educational provision made for the majority of children in our schools.

The aim of this document is to ensure that all children with SEND:-

- Have their needs identified
- That there are procedures in school for identifying and managing the needs of those children are consistent and understood by all staff
- That there are systems in place to ensure that the school and other professionals involved work in partnership with parents

Co-ordinating and Managing Provision

The Inclusion Lead (InCo) is responsible for:-

- The day-to-day operation of the school's SEND Policy
- Liaising and advising Class Teachers
- Co-ordinating with the Head - managing the provision of pupils with SEND
- Updating and overseeing the records of all pupils with SEND
- Maintaining a register, actions taken and outcomes
- Working with parents of children with SEND
- Liaising with external agencies, support services, medical and social services
- Contributing to the INSET training of all staff
- Attending review meetings of SEND pupils and those with an ECHP where appropriate
- Managing Teaching Assistants

The Responsibilities of the Governing Body

The Governing Body should have due regard to the Code of Practice when carrying out duties towards all children with SEND. It should do its best to ensure that the necessary provision is made for pupils with SEND.

In co-operation with the Head teacher and Inclusion Lead, they should determine the school's general policy and approach to provision for children with SEND.

Ensure a newly appointed Inclusion Lead undertakes a nationally approved training qualification.

They should ensure that the teachers are aware of the importance of identifying and providing for children with SEND.

It should report annually to parents on the school's policy for pupils with SEND to include information about identification, assessment, provision, monitoring and record keeping and the use of outside agencies and services.

A current update of SEND should be reported at Governors Meetings.

Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Ensure that pupils with SEND are included, as far as possible, into the activities of the school and other children.

Consult the LA and Governing Bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area.

Admission Arrangements

The admission arrangements for children with SEND and without an EHC plan are no different than for other children. However, careful attentions are paid to identifying the individual needs of children on entry using a graduated approach.

We continue to keep a SEND register, as part of a Vulnerable Group List, in order to track pupil progress and support. This is reviewed regularly.

Identification, Assessment and Provision.

The Special Needs Code of Practice (2014)

The SEND Code of Practice does not assume that there are hard and fast categories of special educational need. Children will have needs which may fall into at least one of four areas. Many children have inter-related needs.

The SEND code of practice gives four main areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

All children are expected to make progress. However, it should not be assumed that all children will make progress at the same rate. The rate of progress may vary depending on learning styles and ability. The school follows the guidance of the SEND Code of Practice and uses a graduated approach to the identification, assessment and provision of pupils with SEND.

Inadequate progress is the trigger for intervention and identifies a need for special educational needs provision.

Inadequate progress is when a child shows little or no progress despite receiving differentiated learning opportunities and also:-

- Makes little or no progress even when teaching approaches are targeted particularly to an identified area of weakness
- Show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of a differentiated curriculum

Identification

A child may be identified as giving concern in the following ways

- Through health, social or psychology services on entry to school
- Through a parent/carer's expression of concern
- As a result of analysis of whole school assessment procedures including:-
 - Foundation Stage Profile scores and Early Learning Goals
 - Wellcomm/NELI Language Screen on entry to school in Nursery and Reception
 - Teacher assessment or end of Key Stage assessment tests
 - Termly levelling of work for tracking and target setting
 - Optional SATS
 - Reading and Spelling age tests
 - Following concerns regarding on-going progress and development by the class teacher

This is not an exhaustive list and may be added to dependant on needs or by records provided by a previous school of identification and special educational needs provision. In this situation, the schools will provide continuity of special educational needs provision and review the situation at the pupil's first SEND progress meeting.

Following the identification of a cause for concern:

- The class teacher must have due regard for Essex Provision Guidance and have tried the strategies highlighted for High Quality Teaching
- The class teacher must contact the Inclusion Lead and arrange a meeting
- At the meeting the teacher will discuss their concerns and evidence that the child is not making adequate progress.
- The triggers for inadequate progress are used to assess whether the child should be placed on the SEND register or not and this decision is recorded at the end of the initial meeting

SEND Support

When a decision is made to place a child on the SEND register, the Inclusion Lead will open a Special Educational Needs Record for the child.

The Inclusion Lead and/or the class teacher will meet with the parents/carers.

Every effort should be made to ensure that the child is fully involved in discussions relating to their special educational needs and provision planned. The child may be invited to attend all or some of the initial meetings according to their age and/or development level.

At the meeting, all available information relating to the child's strengths and areas of need will be considered and the following actions taken.

- Further diagnostic assessment should be undertaken if it is felt that existing assessment information is inadequate to enable additional support to be planned for the child through a personalised plan. Arrangements should be agreed to undertake further assessment and a date set for a further meeting to discuss the outcomes and to plan additional support.
- If there is sufficient information already available an individual plan should be written for the child and recorded on the School's One Plan form.

At the SEND progress review the Inclusion Lead, Class Teacher and parents/carers will consider all available evidence of the child's progress as a result of all interventions/strategies deployed. Any additional assessments such as outcome of assessment tasks or test should be made available.

In the light of all evidence available, if the child continues to make limited progress or has additional factors that are impacting on their ability to access the curriculum, the following actions will be taken.

- The Inclusion Lead will complete a referral to the most appropriate external support service
- A new One Plan will be prepared to support the child's progress. This will be informed by the advice from external specialists

Individual Plans/One Plans

- The class teacher, with support from the Inclusion Lead, is responsible for completing the One Plan. A copy will be placed in the child's SEND record / on TEAMS and a copy sent home to parents/carers
- The Class Teacher and Teaching Assistant/s (Team Pupil/Key Adult) are responsible for working with the child and ensuring that the identified provision takes place
- The Class teacher and Teaching Assistant/s (Team Pupil/Key Adult) must keep records of the child's progress towards their targets

SEND Progress Review

- SEND progress reviews will take place three times a year – October, February and May
- Progress is recorded in the review column of the One Plan
- On-going records relating to the progress and achievement of the pupil for each individual should be collected together and brought to the progress review and a summary of progress should be recorded
- It is essential that evidence of progress is available. It is not sufficient to record that progress has taken place without clear evidence
- Parents/carers' comments regarding their views of the pupil's progress and needs should be recorded if available
- The views of the pupils relating to the progress s/he has made, and any view of future needs or provision should be recorded, where possible
- Further action will be discussed, agreed and summarized
- A new One Plan must be completed for each child unless it is felt that the pupil no longer requires 'special provision' due to the progress made

The Inclusion Lead is responsible for the SEND progress review and will:-

- Invite the parents/carers to attend and contribute to the review
- Involve the child in the process of reviewing their progress and setting new targets (in conjunction with the parents and Class Teacher)
- Class Teachers must complete review column of previous One Plan using these assessments to create the body of the new One Plan targets
- Class Teachers, in conjunction with the Inclusion Lead, must prepare a new Personalised Plan for each child
- The Inclusion Lead will file a copy of the progress review sheet in the pupil's SEND record and send a copy home to the parents/ carers along with a copy of the new Individual Plan. An electronic copy, once finalised, will be uploaded to Arbor.

Progress Reviews Involving Outside Agencies

Progress Reviews that involve additional specialist support teachers or therapists require greater collaboration in setting dates and times. However, the emphasis of involving the parents/carers remains the same.

School Request for Statutory Assessment/EHCNA

In the case of a child demonstrating significant cause for concern the school may consider requesting Statutory Assessment. The Local Authority has established criteria for a request and the Inclusion Lead and Class teacher will consider the criteria when considering further action for a child continuing to cause significant concern.

The Inclusion Lead takes lead responsibility for submitting a request for Statutory Assessment and will work closely with the Class Teacher.

Children with an EHC Plan

All children with an Educational and Health Care Plan of special educational needs have a Personalised Plan. The outcomes will be based upon the long-term objectives set out in the child's plan. The Personalised Plan will be reviewed three times a year (one review will coincide with the Annual Review meeting). The class teacher is responsible for completing the plan with support from the Inclusion Lead.

Annual Reviews (EHCP)

All pupils with statements have a statutory Annual Review. The first review must be held within ten months of the EHC plan being issued.

The annual review provides an opportunity for all professionals involved with the pupil to report on the progress made. Parents/carers are fully involved in the meeting.

Following the Annual Review and the submission of a report to the Local Authority, the pupil's EHC plan may be continued, amended or discontinued depending upon the needs of the pupil.

The Inclusion Lead takes lead responsibility for organising and preparing the Annual Reviews and will work closely with the class teacher.

Assessment Procedures

All children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school fully embraces using a consistent nationally recognised assessment system, which relates to the Early Learning Goals, the Autism Education School Progression Framework, Acquisition of Language for EAL pupils and the National Curriculum levels of attainment. All teachers monitor and review pupil progress using this assessment procedure.

Underachievement is identified as early as possible through teacher referral and additional assessment using standardised Reading and Spelling Tests. Pupils are set individual challenging targets which address the area of underachievement. Pupil progress is monitored termly.

Provision for SEND

The following evidence-based interventions are delivered by Teaching Assistants to support pupils at SEND support and with EHC plans:

- Precision Monitoring
- Additional Floppy's Phonics
- Toe by Toe
- Beat Dyslexia
- Catch up reading – First News
- Rosenshine teaching principles
- Paired Reading
- Colour Monster
- Time to Talk and Socially Speaking
- Musical Communication
- 'What's in the Bucket?'
- Intensive Interaction
- Same day maths interventions
- Wave three
- NELI

This is not an exhaustive list and may be added to dependant on needs.

SEN Funding Explanation

A child whose learning needs are such they need additional resources, beyond that of which a school can provide, may be in receipt of an EHC Plan. The EHC Plan identifies the Special Educational provision required for the school to meet the child's needs. This is in Section F of a EHC Plan.

As a consequence of the EHC Plan (Section F) it may be decided the school requires additional funding. Funding does not equal hours of support.

The school may use this resource (Band funding) to employ additional staff to manage the learning needs of those within class. A class with increased needs will have a Learning Support Assistant (s) attached to

the class for an amount of time conducive to the needs in the class. Together, Class Teacher and LSA, will work as Team Pupil to ensure children's needs are met, including – where appropriate – a Key Adult to 'check-in' on a regular basis to support self-care.

As a School we do not advocate the allocation of named 1-1 support. We call this approach the 'Dependency Model' because there is a risk that the child becomes dependent on the support provided.

Our approach is to avoid the dependency model of SEND Support. We work towards a proactive development of targeted support at (or before) the point of need. This means, during learning time there will always be an adult to support the learning needs of children, at the point that they need it. This will be based on the staff's observation and their understanding of the specific learning needs. In addition to this, there may be targeted interventions which further support the special educational provision as determined by Section F on an EHC Plan.

Banding Funding is to fund SEN provision, including: (See SEN Information)

- SEN support,
- Educational Psychologist,
- Specialist teacher,
- Specialist adaptation,
- Specialist equipment
- Provision of other resources needed to meet Section F.

Evaluating the SEND Action Plan

The SEND Action Plan is reviewed annually, at the beginning of the academic year. Evaluation focuses on:-

- Establishing how far the aims and objectives of the policy have been met
- How effective the SEND provision has been in relation to resources allocated
- The attainment of pupils in judging 'value added' factors
- Comments from parents

In the light of these findings and other relevant factors the policy is revised and amended accordingly.

Links with other agencies, organisations and support services

The School has links with the following agencies

- School nurse/Health Visitors
- Continence Nurse
- Speech and Language Therapists
- Specialist Teachers
- Educational Psychologist
- Occupational Therapists
- Young Carers
- Social Workers
- Family Support Workers
- Brentwood Catholic Children's Counsellors
- YCT Counsellors

Secondary Transfer

The Inclusion Lead, together with the Year 6 teachers, liaise closely with the Secondary Schools to ensure continuation of SEND provision when pupils transfer at 11 years of age. SENCOs from the appropriate schools are invited to the final Review Meetings. All necessary documentation concerning the child's special needs is passed to the receiving school.

Complaint's Procedure

Because of our emphasis on partnership, we hope that any problems will be dealt with speedily by informal means. The first person to consult is the Class Teacher, or the Inclusion Lead. However, should concerns not be resolved by informal discussion, a formal complaints procedure, agreed by the Trustee, is available in the school.