



# Provision for Special Educational Needs

## SEND Offer 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.

Within the Our Lady of Fatima Catholic Multi Academy Trust this statement reflects the provision for Special Educational Needs within the school in our Trust.

<b>Who do we mean when identifying a child as having Special Education Needs?</b>
<p>Children who have a Special Educational Need are those who:</p> <ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>(a) have a significantly greater difficulty in learning than the majority of others of the same age; or</li> <li>(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.</li> </ul> </li> </ul>
<b>Our Ethos</b>
<p>Our Lady of Fatima Multi Academy Trust= is a Catholic Trust in which we teach our pupils the love of God and develop in them a lifelong love of learning.</p> <p>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'.</p> <p>We ensure equal opportunities, where we aim for every individual learner to receive the very best individual provision possible to meet needs.</p>
<b>The Arrangements for Consulting Parents</b>
<p>As a Catholic school we recognise that parents are the primary educators of their children. Therefore, consulting with parents is implicit in our role. 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.</p> <p>We welcome your views through:</p> <ul style="list-style-type: none"> <li>• an open-door policy which gives you the opportunity to chat face to face, virtually or on the phone</li> <li>• regular use of the home-school diary</li> <li>• class assemblies, social events, joining lessons</li> <li>• regular discussions through parent consultations</li> </ul> <p>More formally through:</p> <ul style="list-style-type: none"> <li>• Parents' Evenings</li> <li>• Annual Reports</li> <li>• Termly Progress Review Meetings (One Planning)</li> <li>• Annual Reviews</li> <li>• Surveys of parents' views</li> </ul>

- EHCP evidence gathering.

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

- The Annual Review
- Outcomes setting
- Questionnaires
- Individual observations
- Child Centred Planning
- EHCP evidence gathering
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### **Our staff expertise**

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:

- Educational Care Plan
- Personalised Curriculum
- Medical care plan, if appropriate
- Manual handling
- Consistent Management Plan
- Curriculum adaptation and assessment.

All staff are trained annually on Safeguarding and the school has specific Child Protection Designated Leads.

Each school has a designated **Inclusion Lead**. **The name of the Inclusion lead can be found on the school website or by contacting the school office.**

### **Our Partnerships**

Our schools works closely with other professional partners which include:

- School Nurse/Health Visitors
- Continence Team
- Speech and Language Therapists
- Specialist Teachers, e.g., Physical, Neurological Impairment
- Educational Psychologists
- Occupational Therapists
- Young Carers
- Social Workers

- Family Support Workers
- Brentwood Catholic Children's Counsellors
- YCT Counsellors
- Inclusion Partner
- School Effectiveness Partner

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**

**A uniquely Catholic education that serves all for whom we are able. The related to those with moderate SEND. We are unable to cater for children with complex or extreme needs**

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.

All learners are targeted to achieve excellent progress based on national expectations. We support learners as they move to different phases of education and life.

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

Our building and facilities are accessible to and safe for most 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
- 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, to support felt safety with us and increase their internal controls (Link TPP)

### **Arrangements for Consulting Parents of Pupils with SEND**

As a Catholic school we recognise that parents are the primary educators of their children. Therefore, consulting with parents is implicit in our role. 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 SEND and Equality report to the Governing Body.

Opportunities for sharing information:

- Home/school transition/liaison
- Pre-school links
- Regular, at least termly, liaison with Class Teacher and meetings with the SENCO – frequency and duration individual to the family and need.
- Information sharing with any other involved professionals
- Core Learning assessments (termly)
- Action planning agreed and shared
- Termly review using "Team Around the Child and Family" model
- Progress tracking (quantitative/qualitative) plus feedback from child
- Reading age assessments
- End of Key Stage results/In school assessment data
- Personalised Curricula outcomes
- School nurse input where specific health needs are identified
- Social care input where needs are highlighted.
- Specialist Teacher or Therapist input where needs are highlighted.

## **Arrangements for Consulting Young People with SEND about, and involving them in, their Education**

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

## **Name and Contact Details of the Inclusion Lead**

Miss Kendell works full time across the Trust and is contactable in person or email. She is a respected, knowledgeable and highly experienced Inclusion Lead 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 Executive Headteacher and Finance Officer, she is responsible for managing the SEND budget and with the Executive Headteacher and Governors determining the strategic development of SEND policy and provision.

*School office 8.30am-4.30pm Monday-Friday:*

*St Alban's Catholic Academy 01279 4253783 email: [admin@stalbans.essex.sch.uk](mailto:admin@stalbans.essex.sch.uk)*

*St Luke's Catholic Academy 01279 423499 email: [admin@stlukes.essex.sch.uk](mailto:admin@stlukes.essex.sch.uk)*

*St John Fisher Catholic Primary School 02085086315 email: [admin@st-johfisher.essex.sch.uk](mailto:admin@st-johfisher.essex.sch.uk)*

## **Any Arrangements made by the Governing Body Relating to the Treatment of Complaints from Parents of Pupils with SEND**

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

Complaint Policy is on our website or available from the School Office on request.

## **Information on Where the Local Authority's Local Offer is Published**

Contact Statutory Assessment at Goodman House, Harlow. Tel: 01279 404502. Via Essex Infolink. ECC website- search for Essex Local Offer.

## **Information about the School's Policies for the Identification, Assessment and Provision for Pupils with SEND**

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 Inclusion Lead 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 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.

A Personalised Plan (One Plan) is developed in collaboration with staff, specialists, other professionals, child, and family. Progress is reviewed at least 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 pending further assessment. 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 SEND Provision made in the School**

The Inclusion Lead 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. Inclusion Lead, 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 Executive Headteacher's report to Governors. The Inclusion Lead contacts Specialist Teachers and Health as required. Teachers will request hearing, sight, speech, and occupational therapy assessments for children as the need arises. (See list above)

We ensure we purchase quality resources to support learning, i.e., finger and fine motor equipment, IT packages, Numicon, wobble cushions, games, writing slopes, ear defenders, sensory items, and other specialist equipment, etc or as recommended by other professionals.

We have a comprehensive Equality and Accessibility Plan.

### **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 an EHC Plan.

As a consequence of the EHC Plan (Section F) it may be decided the school requires additional funding. This is broken into Bands.

This equates to the following:

Band 0	£0
Band 1	£1,800
Band 2	£2,700
Band 3	£4,800
Band 4	£7,500
Band 4+	£8,500

Banding 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 with the needs in the class. Together, Class Teacher and LSA, will work as Team Pupil to ensure children's needs are met.

As a Trust 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 or specific, targeted programmes, such as Colour Monster by Anna Llana, which further support the special educational provision as determined by Section F on a EHC Plan.

Banding funding is to fund SEN provision, including:

- SEN support
- Educational Psychologist
- Specialist Teacher
- Specialist adaptation
- Specialist equipment
- Other resources/training needed to meet the provision in Section F.



## **Information about the Expertise and Training of Staff in Relation to Children with SEN**

The CPD plan for SEND is part of the overall School Development Plan which is reviewed termly by Governors. The Inclusion Lead contacts any additional services required.

Further to the above, LSAs are employed and trained to support SEND with/by:

<ul style="list-style-type: none"><li>• Speaking and listening (NELI/Wellcomm)</li><li>• Catch Up Reading – First News</li><li>• Paired Reading</li><li>• Reciprocal teaching</li><li>• Rosenshine teaching principles</li><li>• Attention Autism (What’s in the bucket?)</li><li>• Toe by Toe/ Beat Dyslexia</li><li>• SMART Thinking</li></ul>	<ul style="list-style-type: none"><li>• Precision Monitoring</li><li>• Additional Floppy’s Phonics</li><li>• Numbers Count</li><li>• Same Day Maths</li><li>• Wave 3</li><li>• Colour Monster</li><li>• Time to Talk and Socially Speaking</li><li>• Musical Communication</li><li>• Intensive Interaction</li></ul>
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## **Information about the School’s Policies**

See SEND Policy.

See Accessibility Plan.

See Teaching and Learning Policy, including assessment.

Heads of School attend termly progress meetings with class teachers, and feedback from interventions to identify next steps.

Data including in school assessment data, ISDR, ASP Reports, Essex provide a One Page Summary, Specialist Teacher Reports, Consultant Visit Notes, Monitoring and Observation notes.

## **Information about how Equipment and Facilities to Support Children with Special Educational Needs will be Secured**

See relevant policies, i.e., Accessibility, Equality, SEND, Teaching and Learning, Pupil Premium available on request or on the school website.

See budget planning and SEND page of TIP. (Trust Improvement Plan)

SEND Governor Visit Reports in Public File.

Executive Headteacher report to Governing Body and Minutes.

Trust Improvement 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 SEND**

Policies on website or available on request.

The Governing Body demonstrate good financial management.

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

Inclusion Lead to complete an annual SEND Action Plan which identifies focus/need.  
SEND Governor Visits and report to LGB.

Headteacher/Executive Headteacher Reports to Local Governing Body.

### **Contact Details of Support Services for the Parents of Pupils with SEND**

Signposted by Inclusion Lead

Statutory Assessment – SEND Operations (Local Authority)

SENDIASS (Parent Advisory Service for children/young people with a disability or SEND

LDG Directory of Services

Tree House Children's Centre

School Nurse/Health

GP Surgery

Child Development Centre Church Langley

Local library

PACT for Autism

### **School Arrangements for Supporting Pupils Transferring Between Stages of Education**

Shared visits including parents and children

Attendance of Inclusion Lead at key meetings (school, health, and Social Care)

Liaison meetings to transfer information

Paperwork handover

Transition/induction process

Inclusion Lead to accompany parents to meetings including health and/or support with phone calls.

Sharing of personalised planning information and assessments

Additional visit/s to secondary schools

Transition Day to next year group

Transition Books