Special Education Needs and Disability Policy

Summer 2026

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 for whom we are able, including those with moderate SEND. However, as a mainstream provision we are unable to cater for children with complex or extreme needs.

The school delivers the requirements of the EYFS, and the National Curriculum is adapted to meet individual needs through our Caritas Curriculum. Some learners have a personalised curriculum, allowing exposure to learning that caters for their needs, 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 wherever possible.

The Trust Aims to:

- To help pupils develop their personalities, skills and abilities.
- To provide equality of educational opportunity.
- To provide appropriate teaching which makes learning challenging and enjoyable.
- 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 and stimulating curriculum for every child regardless of race, gender or ability.
- To create a happy, caring community where all feel valued and secure.
- To prioritise maintaining positive relationships with our pupils, whatever other demands are going on, engaging in quality moments.
- To intentionally use warm and open body language and a varied tone of voice, to support children to feel safe with us and increase their internal controls.

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 engagement and provide appropriate support to meet a diversity of needs.
- As appropriate, ensure all pupils have access to an adapted 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. To be aware of the achievement of individual pupils in reaching their potential.
- Promote continuity of approach through step-by-step attention to individual needs.
- To plan for the appropriate use of resources, both human and material.
- Involve the child, either through verbal communication or observations, in the process of identification, assessment, and provision. This will ensure that their wishes will be considered as part of the process and that they have shared responsibility in meeting their educational needs wherever possible.
- 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 who have a Special Educational Need are those who:

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.*

Special Educational Needs and Disability Code of Practice (2014)

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 for all children with SEND:

- There are procedures in school for identifying and managing their needs which are consistent and understood by all staff.
- There are systems in place to ensure that the school and other professionals work in partnership with parents.

Co-ordinating and Managing Provision

The Inclusion Lead (SENCo) is responsible for:

- The day-to-day operation of the school's SEND Policy
- Liaising with and advising class teachers
- Co-ordinating with the Head of School and Executive Head – to manage the provision of pupils with SEND
- Updating and overseeing the records of all pupils with SEND in collaboration with the class team
- Maintaining a register
- Overseeing the review of actions taken and outcomes
- Working with parents of children with SEND alongside staff

- Liaising with external agencies, support services, medical and Social Services
- Contributing to the CPD training of all staff
- Attending review meetings of SEND pupils and those with an ECHP, as appropriate
- Managing Learning Support Assistants

The Inclusion Lead should ensure that the teachers are aware of the importance of identifying and providing children with SEND early. It is their responsibility to ensure that parents are notified of a decision, by the school, that SEND provision is being made for their child and to ensure that pupils with SEND are included, as far as possible, in the activities of the school.

The school 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.

The Responsibilities of the Governing Body

The Governing Body should have due regard to the Special Educational Needs Code of Practice (SEND CoP; 2014) 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 Executive Head, Head of School 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**.**

Admission Arrangements

The admission arrangements for children with SEND and without an EHC plan are no different than for other children. However, careful attention is paid to identifying the individual needs of children on entry using the graduated approach, in line with the SEND CoP (2014).

Children with an EHCP will apply via the Local Authority.

We continue to keep a SEND register, as part of a Pupil Further Support List. This is reviewed and updated regularly.

Identification, Assessment and Provision. The Special Educational 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 broad areas. Many children have inter-related needs.

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction (CI)
- Cognition and Learning (CL)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S/P)

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 their individual approach to learning and cognitive ability.

Inadequate progress is the trigger for intervention and may identify a need for special educational

needs provision. Inadequate progress is when a child shows little or no progress despite receiving adapted learning opportunities and:

- 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 improved by the behaviour management techniques usually deployed by the school.
- Has sensory or physical differences and continues to make little or no progress despite the provision of an adapted curriculum.

Identification

A child may be identified as causing concern in the following ways:

- Through health, social, or psychology service reports.
- Through a parent/carer's expression of concern, alongside school
- 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 moderation of work for tracking and target setting
  - Optional KS1 SATS
  - Reading and Spelling age tests
  - Limited progress despite class-based intervention and adaptations to learning
  - Individual observations highlighting a need for further support

This is not an exhaustive list and may be added to depending 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 The Ordinarily Available documents and have tried the strategies highlighted for High Quality Teaching. When the level of need is assessed to be above what is ordinarily available at High Quality Teaching (HQT) level, then further intervention can be seen as appropriate.
- The Class Teacher must contact the Inclusion Lead and arrange a meeting to discuss 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 file 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, wherever possible. 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 made to undertake further assessment, and a date is set for a follow-up meeting to discuss the outcomes and to plan additional support.
- Initial information gathered should be recorded on the Trust's One Page Profile format, in the first instance, pending further monitoring and review to determine if a One Plan is required.

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

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

- A full One Plan will be initiated, shared and agreed with parents
- The Inclusion Lead will complete a referral to the most appropriate external support service.

Individual Plans/One Plans and One Page Profiles

- The Class Teacher, with support from the Inclusion Lead, is responsible for completing the One Page Profiles and One Plans. Copies of these will be placed in the child's SEND file on TEAMS, on their Arbor profile, and a copy sent home to parents/carers.
- The Class Teacher and Learning Support 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 Learning Support Assistant/s (Team Pupil/Key Adult) must keep records of the child's progress towards their targets.

One Page Profiles and One Plans will be created at the beginning of each academic year and reviewed as outlined below. These documents will be initiated by the school with support from families.

- **One Page Profile**: outlines adaptations and strategies to support a child's needs in class.
- **One Plan**: for pupils with specific learning outcomes not met in line with peers.

One Planning and Statutory Reviews for EHC Plans

At least once per term, Class Teacher and parents must meet with the parents of children who have an identified SEND - i.e. those with children One Plans. The time of this meeting will be organised by the

Class Teacher and the Inclusion Lead may be invited but does not need to attend.

For children new to a One Plan, then a longer meeting may be needed. This meeting time is to be organised by the Class Teacher; it is possible that the Inclusion Lead will attend the first 'One Plan' meeting and therefore the date will need to be coordinated with them and the Parent.

There will be an Annual Review for all children on an EHC plan, led by the Inclusion Lead. This will replace one of the termly One Plan Meetings.

SEND Progress Review

- SEND progress reviews will take place three times a year, at the end of each term.
- Progress is recorded in the review column of the One Plan, related directly to the specific targets set and more broadly in relation to their specific areas of need which have been identified.
- On-going records relating to the progress and achievement of each individual should be collected and brought to the progress review. 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 when shared.
- 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 Page Profile or One Plan must be completed for each child unless it is felt that the pupil no longer requires it. The only exception being at the end of an academic year, as progress will be reviewed but a new One Plan drawn up with the new Class Teacher in September.

School Request for Statutory Assessment/Educational Health and Care Needs 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 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 (EHCP) will also have a One Page Profile and One Plan with personalised targets. The outcomes will be based upon the long-term objectives set out in the child's EHCP. The One 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 an EHCP have a statutory Annual Review. 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.

The Inclusion Lead is responsible for Annual Reviews for those with an EHCP, 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, wherever possible (in conjunction with the parents and Class Teacher).
- Ensure Class Teachers complete the review column of previous One Plans and use these assessments to inform the Annual Review.
- Propose amendments and next steps towards the EHCP Outcomes.
- The Inclusion Lead is responsible for completing all the Annual Review paperwork within the timeframe and sending this on to the Local Authority.

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.

Progress Reviews Involving Outside Agencies

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

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 by the Class Teacher and additional assessment using standardised Reading, Spelling and Maths tests. Pupils are set individual, challenging targets which address the area of underachievement. Pupils' progress is monitored termly.

Provision for SEND

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

- Precision Teaching
- Additional Floppy's Phonics
- Toe by Toe

- Beat Dyslexia
- Word Wasp / Hornet
- 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
- Wave Three
- NELI
- Talk Boost

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

SEN Funding Explanation

A child whose learning needs are such that 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. Funding does not equal hours of support.

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 (Band funding) to employ additional staff to manage the learning needs of those within class or specified resources. 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. Together, Class Teacher and LSA, will work as Team Pupil to ensure children's needs are meet, including – where appropriate – a Key Adult to 'check-in' on a regular basis to support.

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.

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 EHC provision as detailed in the Plan.

LSA Support:

The school will only consider a parental request regarding the allocation or re-distribution of learning support staff, where the school decides that there is a breakdown in the learning relationship. Decisions will be informed by the child's learning needs, the child's relationships with specific adults, alongside other relevant educational and safeguarding factors. Any adjustments to staffing are subject to staff expertise, existing responsibilities to other pupils, and overall timetable feasibility. As such, the school may not be able to meet the parental request.

Given the dynamic nature of the school environment, all adults working within the school may be required to intervene or provide support when a child's needs arise. Consequently, various staff members may have contact with any child as part of their professional duties. The school will not restrict appropriately trained adults from engaging with pupils, as such restrictions would not align with effective teaching practice or safeguarding obligations.

Evaluating the SEND Action Plan

The Cumulative Subject Leader Report is reviewed termly, with new outcomes set at the beginning of the academic year, aligned to the Trust Improvement Plan. Evaluation focuses on:

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

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

Links with other agencies, organisations and support services

The School has links with the following agencies (this is not an exhaustive list):

- 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 (Harlow)

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 or One Plan meetings. All necessary documentation concerning the child's special needs is passed to the receiving school.

Complaint 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, before Inclusion Lead. However, should concerns not be resolved by informal discussion, a formal complaints procedure, agreed by the Trustees, is available in the school.