Provision for Special Educational Needs and Disabilities

SEND Report and Information 2026-27

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 and Disabilities (SEND). The SEND Information Report is part of a wider collection of documents and links relating to SEND and Inclusion that can be found on our website. In particular, it should be read alongside the SEND Policy.

As part of the Children and Families Act 2014, all schools are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

Our Ethos

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. 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 their needs.

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

Our Aims are:

- 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.

Our Policies and Provision

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.

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, working to remove barriers to learning and fostering an inclusive approach. 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 the Complaints Procedure.

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

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)

The Four Broad Areas of Need

The Special Educational Needs and Disabilities Code of Practice (2014) states there are four broad areas of need. These are Communication and Interaction (CI), Cognition and Learning (CL), Social, Emotional and Mental Health Difficulties (SEMH), and Sensory and/or Physical.

Further information of the four broad areas of need can be found at the end of this document.

Identification of Need

As a Trust, we work closely with staff in school, parents/carers and outside agencies to provide the best possible education for all our pupils. The early identification of any additional needs is important, and this is done in several ways:

- concerns raised by parents / carers and/or teachers
- identification of limited progress
- a change of behaviour or progress is noted
- a health diagnosis from a doctor / paediatrician

Further information about the Trust's policies for the identification, assessment and provision for pupils with SEND can be found at the end of this document.

The Inclusion Lead

The SENCo/Inclusion Leads, within Our Lady of Fatima Trust, work closely with the Executive Headteacher and Heads of School in developing a strategic plan to ensure provision for children with SEND is prioritised and delivered effectively throughout the school, at every level of learning, so that children with SEND learn alongside those without SEND where appropriate.

Our Inclusion Leads are qualified teachers who are respected, knowledgeable and highly experienced. In line with the Code of Practice, they play a key role in the life of the school, regularly meeting with senior staff, teachers, LSAs, families, named Governors and professionals, overseeing the day-to-day operation of the school's SEND policy, ensuring that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. They identify training opportunities and monitor the quality and impact of interventions. With the Executive Headteacher and Finance Officer, they are responsible for managing the SEND budget and, with the Executive Headteacher and Governors, determining the strategic development of SEND policy and provision.

Miss Kendell works full-time across the St Alban's and St Luke's While Mrs O'Regan is based full time at St John Fisher Catholic Primary school. Both Inclusion Leads are contactable in person and via email/telephone.

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
St John Fisher Catholic Primary School 02085086315 email: admin@st-johfisher.essex.sch.uk

Our Staff Expertise
All teachers are teachers of children with Special Educational Needs and are responsible for providing high quality teaching and adaptation to meet the needs of all pupils.

We put in place a range of plans to meet learners' holistic needs including:
- One Page Profiles
- One Planning
- Implementation of Care Plans from other professionals
- Curriculum adaptation and assessment
- Personalised Curriculum
- Medical/Health Care Plan, if appropriate
- Manual handling
- Consistent Management Plan
- Educational Health Care Plan

All staff are trained annually on Safeguarding, and the school has specific Child Protection Designated Leads. Each school has a designated Inclusion Lead (see above).

Our Partnerships

Our schools work 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
- 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.

Arrangements for Consulting Parents

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.

We welcome your views through:

- An 'Open-Door' Policy which gives you the opportunity to chat face to face, virtually or on the phone
- Use of the Home-School Diary
- Class assemblies, social events, joining lessons
- Regular discussions through parent consultations

More formally through:

- Parents' Evenings
- Annual Reports
- Termly Progress Review Meetings (One Planning)
- Annual Reviews
- Surveys of parents' views
- EHCP evidence gathering
- Meetings with the SENCO – frequency and duration individual to the family and need

Arrangements for Consulting Young People with SEND

Our Lady of Fatima Trust employ a child-centred approach. 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 includes, but is not limited to:

- Age-appropriate conversations about targets, progress and Pupil Views Sheets, including those after interventions
- Next step marking and feedback on work
- Promoting equal opportunities to participate in whole curriculum
- Promoting social interaction, i.e., Musical Communication, friendship circles

This is backed up with more structured procedures for gathering learners' views:

- The Annual Review
- Outcomes setting
- Questionnaires
- Individual observations and pupil voice
- Child-Centred One Planning
- One Page Profiles

Arrangements for Supporting Pupils Transferring Between Stages of Education

As a Trust, we understand the importance of continuity of care for our young people, and this is particularly important when transferring to or from a different setting. As such, we employ the following measures:

- Shared visits including parents and children
- Attendance of Inclusion Lead at key meetings (to include School, Health, and Social Care liaison as required)

- Paperwork handover in pupil file or Arbor transfer
- A clear transition/induction process including meetings to transfer information
- Inclusion Lead to accompany parents to meetings including health and/or support with phone calls where necessary
- Additional visit/s to secondary schools
- Transition Day to next year group
- Transition booklets to support transitions

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

The Trust operates an open-door policy to the Inclusion Lead. We aim to resolve any issues swiftly and in person, often coming to mutual understanding and agreement.

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

The Local Authority's Local Offer

Under the Children and Families Act 2014 each Local Authority is required to publish a Local Offer, detailing what provision and services are available in their area for children and young people with SEND. This can be found on their website: https://send.essex.gov.uk/

Additional Support Services for Parents of Pupils with SEND

Tree House Family Hub (Harlow) / Brambles Family Hub (Epping)
Telephone: 0300 247 0122
Email: vcl.essexwest-hftcentraladminhub@nhs.net

The SEND Information, Advice and Support Service (SENDIASS) can help if parents or carers need additional advice or support.
Helpline: 03330 138 913
Email: send.iass@essex.gov.uk
Website: www.essexsendiass.co.uk

The Educational Psychology Parent Helpline
This helpline is here to give advice, support and signposting. It is a confidential, private, and safe service for parents and carers. No referral is needed - just a pre-booked appointment. The booking is designed to provide an easier and more convenient experience:

- Available on alternating Mondays and Tuesdays
- 1pm to 5pm
- 25-minute appointments bookable via MS Teams
- No more waiting – instant booking confirmation

For booking details and further information, please visit EP-Parent-Helpline
Families In Focus: Benefits and education advice/ support
Telephone: 01245 353575
Email: helpline@fifessex.org.uk

PACT for Autism
Website: https://www.pactforautism.org.uk/about

A full list of what is available to parents and young people with SEND can be found on the Essex Local

Offer: https://send.essex.gov.uk/

Appendices

The Four Broad Areas of Need Explained

Communication and Interaction Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or understanding what is being said to them. It can also mean they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of language or social communication at different times of their lives.

Children with a diagnosis of Autism would be classified in this broad area of need. Children who have Autism are likely to have differences in the way they perceive and understand the world around them and communicate and interact with others and their environment. They are also likely to have sensory needs which may require, reasonable adjustments to the school and classroom environment in order to ensure accessibility. The term 'spiky profile' is sometimes used to refer to an autistic person's individual profile of strengths and needs.

Cognition and Learning This area relates to individuals who may learn at a slower pace than their peers and require specific and significant support with their learning for various reasons.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Developmental Coordination Disorder (Dyspraxia).

Social, Emotional and Mental Health Children may experience a wide range of social and emotional difficulties throughout their lives, and these can be demonstrated in many ways through their observable behaviours. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit hyperactive disorder (ADHD), Oppositional Defiant Disorder (ODD) or Attachment Disorder.

Sensory and/or Physical Needs Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Further 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, as described in the SEND Code of Practice (2014). 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.

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.

A personalised plan (One Plan) is developed in collaboration with staff, specialists, other professionals, the child and family. Progress is reviewed at least termly, following the graduated approach, and adaptions to the support provided are made as required. Plans relate to a clear SMART set of expected learning outcomes. The quality, appropriateness and impact of the overall provision are also kept under regular review. In addition, we ensure we purchase quality resources to support learning, i.e., finger and fine motor equipment, Numicon, wobble cushions, games, writing slopes, ear defenders, sensory items, and other specialist equipment, etc. or equipment recommended by other professionals.

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 Education, Health and Care needs will be undertaken by the Local Authority, with a view to securing an Education, Health and Care Plan (EHCP). This should take no more than 20 weeks, in line with the legal timeline set out in the Children and Families Act (2010). The school, child and family will be fully involved in this process.

In addition, the Pupil Premium Grant is also deployed and reported termly to Governors. The Annual Statement is available on the School Website.

Pupils with Medical Needs
If a pupil has a medical need then a detailed Care Plan will be written in consultation with the parents/carers and staff. These are reviewed regularly and as needed.

Staff receive regular training as needed to ensure on and off-site care is there for the child at any time. This includes asthma awareness, epilepsy awareness and how to administer medication and epi-pen training. Staff also receive basic first aid training to ensure appropriate provision across the school. There is a member of staff working within the early years classroom who is paediatric first aid trained. It is the responsibility of the parent/carer to ensure that medicines are in date.

Our Lady of Fatima Trust understands the statutory obligations under primary legislation and has regard for the following regulations:

- The Children and Families Act 2014
- Supporting pupils at school with medical conditions 2014

SEND 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 Education, Health and Care Plan (EHCP). The EHCP identifies the special educational provision required for the school to meet the child's needs. This is in Section F of an EHCP.

As a consequence of the EHCP (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

Please note: 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 a team 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 staff observations 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 Llena, which further support the special educational provision as determined by Section F on a EHCP.

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.

Further Information about the Expertise and Training of Staff in Relation to Children with SEN
The Continuous Professional Development (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:

• Speaking and listening (NELI/Wellcomm) • Catch Up Reading – First News • Paired Reading • Reciprocal teaching • Rosenshine teaching principles • Attention Autism (What's in the bucket?) • Toe by Toe/ Beat Dyslexia • Word Wasp / Hornet • SMART Thinking	• Precision Monitoring • Additional Floppy's Phonics • Numbers Count • Same Day Maths • Wave 3 • Colour Monster • Time to Talk and Socially Speaking • Musical Communication • Intensive Interaction • Colourful Semantics • Blanks Level Questions

Further Information about the School's Policies
All policy documents are available on the school website or can be requested from the school office. These include, but are not limited to:

- The SEND Policy
- The Accessibility Plan
- The Curriculum Policy
- The Pedagogy Policy

Heads of School attend termly progress meetings with class teachers, and feedback from interventions to identify next steps. Data includes school assessment data, ISDR, ASP Reports, Specialist Teacher Reports, Consultant Visit Notes, Monitoring and Observation notes.

All policies are reviewed and agreed with the governing body annually.

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 can be found on our website or is available on request.