



**OUR LADY
OF LOURDES**

CATHOLIC MULTI-ACADEMY TRUST



Special Educational Needs and Disability Policy

September 2021

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Our Lady of Lourdes Catholic Multi Academy Trust Mission Statement

We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

We will achieve this by:

Placing the life and teachings of Jesus Christ at the centre of all that we do.

Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents.

Working together so that we can all achieve our full potential, deepen our faith and know that God loves us.

Being an example of healing, compassion and support for the most vulnerable in our society.

Isaiah 46:4 " I will carry you, I made you and I will support you, I will carry you and rescue you."

Document Control

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School SEND Governor Lead:	Chris Francis
Nominated Lead Member of Staff:	Paula Latimer-Newnham
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SEND Policy 2020-21

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Policy Statement:

The purpose of this policy is to provide staff, volunteers and governors with the framework by which pupils with SEND should be included and educated in our schools, and to inform parents and carers how we will identify need, establish effective provision and improve outcomes for children and young people who have SEND in our schools.

Terminology	
Annual review	The review of an EHCP which the local authority must undertake at least every 12 months
Child	A person under the age of 18
EHCP	Education, Health and Care Plan Details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability and has been awarded a 'statutory assessment'. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHCP is necessary, and after consultation with relevant partner agencies
Early identification	A key principle of the SEND Code of Practice 2014. Schools should have systems and processes in place, in collaboration with their local area, to ensure that pupils who have SEND are identified as quickly as possible
Early years provider	A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders
Inclusion	The principle that children with Special Educational Needs and/or a Disability have the right to be educated alongside other children from their community
Local Area	The term used for all the services that make up the local offer within a local authority. Therefore, the local area includes schools, health and care providers, charities and any service that works for the benefit of pupils who have SEND and their families
Local Authority	A local government body that is officially responsible for all the public services and facilities in a particular area. For example, Nottingham City Council, Nottinghamshire County Council and Derbyshire County Council.
Local Offer	Local Authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) Plans. Local authorities must consult locally on what provision the Local Offer should contain
OLoL CMAT	Our Lady of Lourdes Catholic Multi Academy Trust.
Parents	Birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
SENCO	The Special Educational Needs Coordinator who is the leader within a school responsible for SEND provision. By law, the SENCO must be a qualified teacher.
SEND	Special Educational Needs and/or Disabilities.
Special Education Provision	Provision that is <i>different from or additional to</i> that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

1. Introduction

This policy has been written to meet the expectations within the law and statutory guidance from September 2014 and to reflect the Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015). It sets our vision and principles for children and young people who have SEND.

The policy sets out our expectations for all our schools and those regarding joint working with parents, local authorities and our health and social care partners. These expectations will ensure we are compliant with both the letter and spirit of the SEND reforms and serve to improve outcomes for young people who have special educational needs and/or disabilities.

2. Vision

Our vision for children and young people with special educational needs and disabilities is the same as for all children in our academies. We aim to provide an outstanding education to all children and young people. We are fully inclusive in our provision in terms of social background, ability, disability, ethnicity, religion, gender, or sexuality. We strive to ensure access for **all** to educational excellence in preparing young people for their futures, seeking to continually improve levels of attainment and progress for all, and secure the highest levels of achievement appropriate to the individual learner. We aim to provide the support and reasonable adjustments needed for all pupils to help them overcome their barriers to learning and to reach their full potential.

3. Policy Principles

- ✓ We shall ensure that all our schools have regard to the views, wishes and feelings of the child or young person who has SEND and the child's parents or carers.
- ✓ We shall work closely with and support the local authorities in which our schools are located to assist them in fulfilling their obligations under Part 3 of the Children and families Act 2014 and its associated guidance.
- ✓ *We shall ensure that each of our schools has procedures in place which allow them to fulfil both their statutory duties and support the wider vision and ethos contained in the SEND Code of Practice (January 2015).

- ✓ We shall ensure each of our schools recognise their moral and statutory responsibility to safeguard, protect and promote the welfare of all pupils and in particular recognise the added vulnerability pupils with additional needs and disabilities face.

All schools will operate within the law, including:

- part 3 of the Children and Families Act 2014
- the Special Educational Needs and Disability Regulations 2014
- the Special Educational Needs (Personal Budgets) Regulations 2014
- the Equality Act 2010.

All schools will follow the statutory guidance in full, including that within:

- the Special Educational Needs and Disability code of practice: 0 to 25 years 2015
- the transition to a new 0-25 special educational needs and disability system

4. Our SEND Aims, Approach and Strategy

Our Lady of Lourdes CMAT will promote an approach in all our schools for improving outcomes for children and young people who have SEND. Our approach is based on four principles that are the key priorities within the trust's SEND strategy. Our priorities are:

- making the best use of resources to close gaps in provision
- improving outcomes by strengthening inclusion by providing high quality provision for our children and young people who have SEND
- implementing effective policy, systems and processes relating to the trust and school SEND offers
- building capacity in SEND leadership through effective networking and training

Our aim is to ensure pupils with additional needs are identified early and that high quality and researched based provision is provided in order that all our pupils/young people with SEND develop and grow to their maximum potential and independence.

5. Definition of SEND

- A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind

6. Working Across Education, Health and Care

We will work jointly with education, health and care bodies, including the local authorities where our schools are located, and professionals to secure effective outcomes for young people in our schools.

Each OLoL CMAT academy will cooperate with the relevant Local Authority in developing and reviewing its Local Offer.

Each OLoL CMAT academy will make reasonable adjustments for disabled young people (including the provision of auxiliary aids and services) and will make arrangements to support those with medical conditions.

We shall work with our schools, local and national providers to secure the services needed to improve outcomes for children and young people who have SEND. These services could

include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

7. Accurate and timely identification

Our Early Years, Nursery and Primary providers will ensure that screening procedures are in place to identify children with SEND early and to ensure that they receive the support they need.

All OLoL CMAT academies will undertake an early assessment when pupils enter their schools, reviewing a young person's skills and attainment, while considering any information provided by previous settings.

As part of the screening process, school leaders will consider any evidence that the child or young person may have a disability under the Equality Act 2010 and make reasonable adjustments for them. The details of how the school plans to meet the needs of any child or young person with a disability will be shared with parents and pupil/young person. The Family SENDCO/s for SEND in the trust will support school leaders and SENCOs to secure accurate and early identification of needs. Pupils' needs will be categorised into the four main areas of need, as detailed in the Code of Practice. Once categorised, pupils with identified SEND should be recorded on the school's SEND register according to their identified primary need.

The 'SEND Code of Practice' (January, 2015- 5.32) identifies four broad categories. These are:

1. Communication and interaction, including Speech and Language difficulties and Autistic Spectrum Condition
2. Cognition and learning, including specific learning difficulties e.g. dyslexia
3. Social, emotional and mental health, including anxiety, depression and Attention Deficit and Hyperactive Disorder
4. Sensory or Physical, including hearing, visual or physical disabilities

The Family SENDCo/s, working with and through Headteachers and SENCOs, will ensure that systems and processes associated with the effective identification of learners with SEND are

consistently applied according to local area criteria within each school in the trust. School leaders will utilise this to ensure equitable provision across OLoL CMAT academies.

(Appendix A Guidance on entry to the SEND list)

8. Early Years and Nursery Provision

As an inclusive organisation, our aim is for children with SEND to be educated alongside children who do not have SEND.

Our Early Years or Nursery providers will designate a qualified teacher to be responsible for coordinating SEND provision (the SENCO) who will either be an experienced SENCO, who has or is working towards the prescribed national professional qualification for Special Educational Needs Coordinators.

We shall inform parents and carers when we are considering making special provision for a child and shall then work in partnership with them to co-produce the support needed and secure best outcomes, taking full account of their views and wishes.

We shall adopt a graduated approach with four stages of action: *assess, plan, do and review* as set out in the SEND Code of Practice 5.36-5.46.

All stand-alone Nursery or Early Years' providers shall prepare an annual report on the implementation of our SEND policy including:

- arrangements for the admission of disabled children
- steps being taken to prevent disabled children from being treated less favourably than others
- the accessibility plan and how it will be improved over time
- how the setting organises effective coproduction of provision with children and their parents.

9. Primary, Secondary and post-16 provision

Schools will have measures in place to accurately identify children and young people with SEND and will place such pupils on 'SEN Support' in consultation with their parents or carers. When necessary, school leaders will make statutory assessment applications to their local authorities whenever they believe a child requires an Education, Health and Care Plan.

School leaders must be aware of the criteria for assessment agreed by their local authority. All pupils identified as 'SEN Support', going through a statutory assessment and those with an Education, Health and Care Plan will be recorded on a SEND register. The register will be regularly reviewed by leaders, as well as annually alongside the Census and other statutory registers linked to the school.

CMAT academies will do everything they can to meet the needs of children and young people who have SEND, including delivering the education elements of an Education, Health and Care Plan. When appropriate, schools will also support young people to achieve the outcomes set within the health and care elements of their plans. School leaders will regularly assess pupils' progress towards achieving the outcomes set in their EHC plans and inform parents of the progress being made.

Headteachers and school leaders will ensure that children and young people who have SEND engage in the activities of the school alongside those who do not have SEND, unless a particular provision, agreed with the parents or carers and the young person, is in place.

CMAT academies will designate a qualified teacher to be responsible for coordinating the SEND provision (the SENCO), who will have or be working towards attaining the National Award in Special Educational Needs Coordination.

School leaders will inform parents or carers when they are planning special educational provision for their child and shall then work in partnership with them to coproduce the support needed to secure best outcomes, taking full account of their views and wishes. Whenever possible, school leaders will also coproduce the support needed alongside the child who needs the support.

CMAT academies will prepare an annual SEND Information Report in accordance with paragraphs 6.79 onwards of the SEN Code of Practice and publish it on their website. The SEND Information Report will set out details regarding the implementation of the Our Lady of Lourdes CMAT SEND Policy and the individual CMAT academies specific SEND Policy.

CMAT academies will designate a member of the local governing board or interim academy board to take oversight of the school's arrangements for SEND and their implementation of the trust's and the individual CMAT academies specific SEND policy.

School leaders will ensure that all staff accepts that SEND is their responsibility and, in particular, that class and subject teachers take full responsibility for the progress of children with SEND whom they teach.

School leaders will ensure that the quality of teaching and provision for pupils with SEND and the progress made by those pupils are a core part of performance management arrangements.

Class and subject teachers, supported by the SENCO and Senior Leadership Team, will make regular assessments of the progress for all pupils who have SEND and identify appropriate actions, particularly for those making less than expected progress, given their age and prior attainment.

Schools will ensure that a Graduated Approach as set out in paragraphs 6.44-6.56 of the Code of Practice is in place for all young people on 'SEN Support'.

For all young people receiving SEN Support, School leaders will make arrangements for a qualified teacher to meet the parents or carers at least three times a year to review progress and discuss support and provision.

10. Securing excellent outcomes for pupils who have SEND

Pupils with SEND may face significantly greater challenges in learning than the majority of their peers, or have a disability which hinders their access to the teaching and facilities typically found in mainstream educational settings. This may lead to a large attainment gap between pupils with SEND and their peers.

The primary focus, for the Our Lady of Lourdes CMAT, when looking to secure positive outcomes for pupils who have SEND is to help them narrow their attainment gap with other pupils nationally. Nevertheless, the CMAT recognises that children and young people who have SEND need to secure positive outcomes in all areas of learning, in their own physical and mental health, life skills and socially. Therefore, as well as measuring the academic attainment and progress of pupils who have SEND, CMAT academies, are likely to have specific ways of measuring pupils progress across other measures, including against the targets in their education, health and care plans or individual education plans, where

relevant, or by measuring improvements to pupils' behaviour and social and emotional needs over time. (Appendix B Principals for assessing pupils with SEND)

11. Supporting our Schools

We shall offer a SEND service to all our schools to advise and support them in the implementation of the Our Lady of Lourdes CMAT SEND Policy/specific SEND policies of the CMAT Academies and in the improvement of outcomes for all children and young people who have SEND. The service offer will include:

- ✓ SEND audits and reviews of provision
- ✓ Pre-Ofsted preparation
- ✓ Legal advice
- ✓ Support for identification and intervention
- ✓ Staff training and conferences
- ✓ SENCO Network meetings to inform and share best practice
- ✓ Brokering specialist assessments
- ✓ Fostering of partnership working and the brokering of support services

12. Role of the Special Educational Needs Co-ordinator (SENCO)

The SENCO plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy. This involves working with the Head Teacher, staff, parents/carers and other agencies to determine the strategic development of this policy and the individual academies specific SEND policy. The main responsibilities of the SENCO are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for pupils and young people with SEND and their families
- Attending and contributing to SENCO network meetings at least termly
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately

- Supporting departments and Year Leaders in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing Inclusion staff where this is necessary in individual Academies
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers
- Working with senior leaders within the school to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support pupils/young people with SEND
- Arranging assessments for Access Arrangements for Examinations
- Analysing school performance data that impacts on improved outcomes for pupils/young people with SEND
- Ensure that the SEND Register is up to date
- Training teachers to ensure they are able to meet the needs of their students with quality first teaching
- Undertake regular reviews of the overall effectiveness of interventions employed in the academy for SEND students
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working in the SEND Department, including all TAs

APPENDIX A

Guidance for entry to Special Educational Needs and Disability (SEND) list

This guidance is for all SENCo's, head teachers, teachers and professionals in schools to help make decisions for a pupil's entry to the SEND list.

Definitions of Special Educational Needs and Disability

A child or young person has SEND 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 young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning that 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.

Children who have EAL are not considered to have SEND if they have not yet acquired Basic English skills. They must have been in the country for at least 2 years before being added to the concerns list. Concerns must be raised and the child monitored for at least 1 term before being added to the SEND list.

What is SEND Provision?

Following a graduated response, children are added to the SEND list if they are receiving support that is 'additional to and different from' provision that is generally made for children in the school of the same age without which a pupil is unable to learn. Concerns must be raised and the child monitored for at least 1 term before being added to the SEND list.

This excludes provision the school should be making for children who are underachieving to catch up.

Guidance for the Areas of Need

Children will be considered to be added to the SEND register in the following areas of need and for the following reasons:

Cognition and Learning including MLD, SLD, PMLD, SpLD (see glossary)

- A child is making small steps or no progress in one or more of the core subjects (reading, writing, or maths) despite differentiation and targeted intervention after being added to the concerns list and being monitored over at least 1 term.
- A child is working significantly below (2 years of their age expectations (in the County), at least 1 year of their age expectations (in the City) and not narrowing the gap to their peers) in one or more of the core subjects (reading, writing or maths)
- A child has significant difficulties with processing, working memory and concentration compared to their aged related cognitive ability.
- A child has been assessed as having a SpLD which is contributing to their progress and attainment – dyslexia, dyscalculia, dyspraxia

Communication and Interaction

This may include a diagnosis of ASC but if they are not receiving provision that is ‘additional to or different from’ they will be added to the concerns list.

- A child has limited or no speech that is preventing them from communicating with others.
- A child has speech which is difficult for others to understand (difficulty in making different sounds, stammering, stuttering) that has an impact on their learning, social skills and well-being.
- A child has limited expressive and receptive language that has an impact on their social interaction, learning and daily life.
- A child has significant difficulties interacting with others regularly. For example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things, turn taking or forming positive relationships

Children in EYFS and Year 1 will not be added to the SEND list under SLCN unless the difficulties are significant. Children need time to develop.

Children under SALT will not necessarily be added to the SEND register. It will be dependent on the level of their need and SALT assessment. These children will be added to the concerns list.

Social, Emotional and Mental Health Needs including ADD, ADHD, AD, OD (see glossary)

This has to be a clear identified need and not just poor behaviour.

- A child has significant emotional or mental health needs such as anxiety/stress, attachment disorder, self – harm, uncontrollable behaviour, OCD, that is effecting their well-being and having an impact on learning.
- A child has significant social difficulties in maintaining relationships with peers and adults. They act inappropriately when faced with challenge – physically and verbally.
- A child finds it challenging to participate in whole class/group or unstructured activities due to be an inability to self-regulate and display inappropriate emotional responses, which has an impact on theirs and others learning and well-being.

Sensory and/or Physical Needs including HI, VI, MSI, PD (see glossary)

- A child has a physical impairment or a diagnosis of a medical condition that impacts their ability to access the mainstream environment and curriculum. (May need specialist equipment)
- A child is significantly underachieving in the core subjects because of a physical or sensory impairment
- A child faces difficulties participating in activities with their peers and carrying out tasks that we take for granted on a daily basis.
- A child needs care above the reasonable adjustments to be able to access the mainstream environment and curriculum.

Additional Notes

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Medical (epilepsy, diabetes, allergies, cancer)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Glossary of terms

SEND – Special Educational Needs and Disability

MLD - Moderate Learning Difficulties

SLD – Severe Learning Difficulties

PMLD – Profound and Multiple Learning Difficulties

SpLD – Specific Learning Difficulties

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder.

ODD - Oppositional Defiant Disorder

AD – Attachment Disorder

OCD - Obsessive Compulsive Disorder

ASC - Autistic Spectrum Condition

SLCN – Speech, Language and Communication Needs

SALT – Speech and Language Therapist

HI – Hearing Impairment

VI – Visual Impairment

MSI - Multi-Sensory Impairment

PD – Physical Disability

EAL – English as an Additional Language

SCLN – Speech, Communicate and Language Needs

Concerns list – Runs alongside the SEND list to monitor children to make an informed decision.

Graduated approach – Assess, Plan, Do, Review cycle (APDR) See Code of Practice.

APPENDIX B

Principals for Assessment of SEND Pupils

- Where possible, pupils with SEND will be assessed in line with school practise and policy.
- Pre Key Stage Standards are a summative assessment to be used only at the end of Key Stage 1 and Key Stage 2. They are not meant to be used to track progress.
- Any assessment needs to be moderated to ensure consistency across the MAT.
- In the first instance pupils not working at age related expectations in the core subjects for their year or term will be assessed using the appropriate year e.g. a year 4 pupil who is currently working at year 2 will have this reflected in their assessment data.
- Alternative assessment to track progress in the core subjects will be considered when a pupil, with or without SEND, is not making progress and has shown static progress over a period of time and is below age related expectations.
- The alternative assessment chosen needs to be able to show smaller steps of progress within the main framework of assessment in the core subjects.
- Alternative assessment must be manageable and sustainable and sit easily alongside the school's assessment practise.
- Specialist assessments should be used to assess progress of the non-curriculum areas e.g. SEMH, Life skills, Social Communication.