OUR LADY OF LOURDES

CATHOLIC MULTI-ACADEMY TRUST

# Special Educational Needs and Disability Policy

March 2026

Nottingham Diocese Multi Academy Trusts

CATHOLIC SCHOOLS Moving Forward Together

Contents


| |
|---|
| Our Lady of Lourdes Mission Statement |
| Document Control |
| Key Personnel |
| Policy Statement |
| Terminology |
| 1. Introduction |
| 2. Vision |
| 3. Principles |
| 4. Our SEND Aims, Approach and strategy |
| 5. Definition of SEND |
| 6. Working across Education, Health and Care |
| 7. Accurate and early identification |
| 8. Early Years and Nursery Provision, Primary, Secondary and post-16 provision |
| 9. Enhanced Provision Resource Base |
| 10. Securing excellent outcomes for pupils who have SEND |
| 11. Supporting our schools |
| 12. The role of the SENCO |
| 13. Appendix A: Guidance on SEND criteria |
| 14: Appendix B: Principals for assessing pupils with SEND |

OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

# 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."***

Nottingham Diocese Multi Academy Trusts
CATHOLIC SCHOOLS Moving Forward Together

## Document Control

| | |
|---|---|
| **Date Issued** | October 2023 |
| **Governors' Committee Responsible**: | OLoL Trust Standards Committee/Executive Board |
| **School SEND Governor Lead**: | Maria Williams |
| **Nominated Lead Member of Staff**: | Sarah Elliott |
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| **Author** | Tracy Lane |

### Approvals

This policy requires the following approvals:

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**SEND Policy 2026-27**

**Key Personnel**

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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.

As a Trust, we foster a culture of vigilance with regards to the Safeguarding of those with SEND in our care. We recognise that those with SEND can be more vulnerable to abuse of all kinds. Please see the OLOL Trust Safeguarding Policy for further details.

| 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 |
| Enhanced Provision | A designated area within school resourced and staffed internally where pupils with significant SEND can access on a timetabled basis during the school day to access specific provision to meet their needs/requirements of their EHCP that would be difficult to provide within the mainstream classroom. |
| 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, Lincolnshire 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. Our schools will have a link to their respective Local Offer on their websites. |
| 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 *different from or additional to* 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 principles that are the underpinned by two key priorities within the trust's strategy and will be delivered through the trust Inclusion Implementation Plan.

Our key priorities are:

- Provide effective support mechanisms for pupils and staff so that everyone can flourish.
- Develop a 'team around the child strategy' to break down barriers to learning especially for our most vulnerable pupils.

Implemented through:

- 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 them.
- A child of compulsory school age or a young person has a learning difficulty or disability if they:
- 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 young people with a disability (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, including communicating with parents and any professionals involved, 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 and communicate this to parents.
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. EYFS, 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. In consultation with parents/carers, 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 Professional Qualification for SENCOs (NPQ SENCO).
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.
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 CMAT's SEND policy.
School leaders will ensure that all staff understand 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 teachers' standards.
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' and progress will be planned for, reviewed and assessed through the Assess, Plan, Do, Review Cycle.
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.

**9. Enhanced Provision Resource Bases**

An **enhanced provision base** for pupils with Special Educational Needs and Disabilities (SEND) in a mainstream school refers to a designated area or setting within the school that provides additional, specialised support to pupils/students with a range of complex additional needs. These pupils/students at times may require targeted support and provision to be delivered within a

specialised environment to facilitate learning and remove barriers. This provision typically includes extra resources, trained staff, and tailored teaching strategies to help these pupils/students access the curriculum and participate fully in school life. Pupils/students who access the enhanced provision resource base will do so following discussion with parents/carers and the pupil/student themselves where possible and appropriate.

Key features of an enhanced provision base might include:

1. **Targeted Support**: Students receive individualised or small-group support that caters to their specific needs, whether those are related to learning difficulties, communication challenges, social or emotional needs, or physical disabilities.
2. **Trained Staff**: The provision often involves staff with specialised skills, such as teaching assistants trained in SEND and involvement from the SENCo in overseeing provision.
3. **Personalised Learning**: The base allows for adaptations to the curriculum, such as modified materials and tasks, or the use of assistive technologies to support learning which would be difficult to facilitate in a mainstream classroom. Learning will be planned by the teacher/subject leader/SENCo and usually implemented by teaching assistants/support staff under the direction of the SENCo.
4. **Self and Co-regulation-** learning how to self-regulate and the strategies each individual pupil/student needs to do it.
5. **Integration with Mainstream Classes**: While pupils/students might receive timetabled specialised support in the enhanced provision, they remain part of the mainstream school community and will join mainstream classes for specific lessons or activities alongside their peers.
6. **Smaller Groups or One-to-One Support**: Pupils/students may work in smaller groups or receive one-to-one teaching to better address their specific learning, social, emotional and mental health needs in an environment which removes barriers to their curriculum access.
7. **Focus on Inclusion**: The enhanced provision is designed to be an inclusive setting, where the goal is to support the full participation of pupils/students with SEND in the wider school community, ensuring they have opportunities to learn and interact with their peers and access the full range of educational experiences.
8. **Transition Support**: The provision aims to also offer additional support to prepare pupils/students during transitions, between lessons during the school day, moving from one key stage to another or from primary to secondary school.

Overall, an enhanced provision base aims to support additional needs, meet elements of specific provision as identified in an EHCP for pupils with SEND, ensuring they receive the tailored support they need while still being a respected and valued part of the mainstream educational environment.

## 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 requires curriculum and other adaptations to access the teaching and facilities typically found in mainstream educational settings.

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 and in the improvement of outcomes for all children and young people who have SEND. The service offer will include:

- ✓ SEND reviews of provision
- ✓ Legal advice
- ✓ Support for identification and intervention
- ✓ Staff training and conferences
- ✓ SENCO Network meetings to inform and share best practice
- ✓ Fostering of partnership working and advice on 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 and through adaptations to the curriculum
• 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 pupil/student is making small steps or no progress in one or more of the core subjects (reading, writing, or maths) despite scaffolding, adaptations and targeted intervention after being added to the concerns list and being monitored over at least 1 term.

- A pupil/student has significant difficulties with processing, working memory and concentration compared to their aged related cognitive ability.
- A pupil/student 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 pupil/student has limited or no speech that is preventing them from communicating with others.
- A pupil/student 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 pupil/student has limited expressive and receptive language that has an impact on their social interaction, learning and daily life.
- A pupil/student 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 will not necessarily be added to the SEND list under SLCN unless the difficulties are significant. Children need time to develop and will be closely monitored by the teaching team.
- Pupils/students 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 pupils/students will be added to the monitor 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 pupil/student 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 pupil/student has significant social difficulties in maintaining relationships with peers and adults. They act inappropriately when faced with challenge – physically and verbally.

- A pupil/student 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 pupil/student 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 pupil/student is significantly underachieving in the core subjects because of a physical or sensory impairment
- A pupil/student faces difficulties participating in activities with their peers and carrying out tasks
- A pupil/student 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 pupil/students'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/Monitor list – Runs alongside the SEND register 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 Pupils/students with SEND

- 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 CMAT.
- 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.