



Special Educational Needs and Disability Trust Statement



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1. Catholic Life and Mission

Mater Ecclesiae is a Catholic Multi Academy Trust and as such, places the upmost importance on providing a lived experience where the teachings of Jesus Christ guide and permeate all aspects of school life. Our faith demands a relentless focus on the understanding that each individual is made in the image of Christ. Each school will have developed their own unique Special Educational Needs and Disability (SEND) policy in response to the needs of their own school community. The purpose of this Trust Statement is to outline the approach that all the schools in the Trust must follow.

- 1.1 All schools within the Trust share a commitment to Catholic Social Teaching. Each school uses their best endeavours to ensure that appropriate provision is secured for any pupil with SEND.
- 1.2 All schools shall ensure that:
 - Pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust.
 - They work in partnership with parents and appropriate external agencies to support pupils with special educational needs, and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes.
 - It has a special educational needs coordinator (SENCO). The SENCO will maintain and regularly review the SEND register and coordinate support. It will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO, and to be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes.
 - Children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children and Families Act 2014, the SEND Regulations 2014, and the SEND Code of Practice 2015.

2. Definition of SEND

- 2.1 Under the Children and Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A child or young person will have a learning difficulty or disability if they have:



- A significantly greater difficulty in learning than the majority of others of the same age.
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special educational provision is education or training that is additional to or different from that made generally for other children/young people of the same age by mainstream schools.

3. Roles and Responsibilities

3.1 The implementation of this policy statement will be monitored by the Trust Board and remain under constant review by the Director of Primary Education.

- Each school will appoint a governor with responsibility for SEND. This governor will raise SEND issues at governing board meetings, monitor the quality and effectiveness of SEND provision within the school, and work with designated senior leaders to develop the SEND policy and provision.
- The headteacher will work with the SENCO and SEND governor to develop the SEND policy and provision within the school. The headteacher has overall responsibility for the provision and progress of learners with SEND.
- The SENCO will be a qualified teacher.
- The SENCO will coordinate the school’s approach to SEND provision and will undertake those duties set out in Chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every pupil in their class. They will work with the SENCO to ensure the *“Graduated approach - assess, plan, do, review”* cycle is appropriately implemented to support any pupil with SEND.

The school will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum. When working with external agencies e.g. Educational Psychologists, parental consent must be obtained prior to them working with the child/pupil.

3.2 Parents of pupils with SEND will be able to discuss the needs of their child with their child’s teacher along with other members of staff who work with the pupil.



4 Identification and Assessment of SEND

- 4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school, and this will be used by the SENCO to make sure appropriate provision is continued.
- 4.2 Each school will have developed their own procedures for when a parent or member of staff has a concern about a pupil. This is often referred to as a 'Cause for Concern' document.
- 4.3 If a parent/carer refers their child to the school as they believe their child has special educational needs, they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress.
- 4.4 In all cases, where internal support is not effective in supporting the pupil, a referral to a relevant specialist (e.g. educational psychologist) will be completed with the parents' knowledge, and information and strategies for support shared with all staff.
- 4.5 If there are no concerns regarding the pupils' academic progress, then the school will ensure appropriate quality teaching strategies continue in the classroom.
- 4.6 All staff teaching pupils on the SEND register will be made aware of the individual needs.

5 Reviewing

- 5.1 All SEND interventions delivered outside the classroom have Specific, Measurable, Achievable, Relevant and Time-bound targets (SMART) set to ensure that progress is made. These are recorded using the schools' individually designed template and are monitored and reviewed against a timeframe agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist service such as an educational psychologist.
- 5.2 Where, despite the school having taken relevant and purposeful action as set out above to meet the pupils needs, they have not made expected progress, the school will consider requesting an education, health and care needs assessment.
- 5.3 If a pupil has an education, health and care plan (EHCP), an annual review is held in accordance with legal requirements.
- 5.4 If, as a result of appropriate progress, a pupil is removed from the SEND register, the pupil will continue to be monitored through the school's normal structured reporting systems.