



SEND

Strategy Document

*As a Trust our ethos is to provide the best possible environment for children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the world around them. Together, we will strive to cultivate the potential in **all of our children** to ensure that they are fully prepared for the next stage of their education; this vision is the same for our SEND children. We want to empower all of our SEND children to have a voice and to be fully involved in shaping their success.*

Prime7 has seven core values and principles to support the delivery of our mission.

AMBITION: to have high expectations in all we do and to have ambition for continuous improvement whoever we are.

ENJOYMENT: to create schools that foster creativity and curiosity so that children thrive on enrichment and thoroughly enjoy their school experience. We want our children to be excited learners.

RESILIENCE: to provide the best opportunities for all children to develop strategies to face life's challenges. We want to have children that can show courage and take risks in their learning.

RESPECT: to foster an environment where respect is earned and given in equal amounts. Our school communities promote kindness, friendship and Trust. We want our children to grow up to be young citizens that are able to show empathy towards others.

INSPIRE: to empower children to take responsibility to strive and achieve in their learning and to be the very best that they can be. They will be role models and a source of inspiration to others.

COMMUNITY: to establish schools that are at the heart of the local communities they serve. Each school is valued for its own individuality but it also plays an important part of the Trust as a whole.

TRUST: to belong as part of a team is a core part of who we are and our relationships are based at all times on openness and honesty.

Our values and principles are drawn from each of our schools and will support Prime7 in providing an excellent educational experience for all. We will work together with all of our stakeholders to ensure that the children in all of our schools achieve their full potential.

The aim of this Strategy Document is to set the standard for SEND across the Trust to ensure that we are an inclusive community that has ambition for all of its pupils. It starts with our Admissions Policy which ensures that children with SEND have the school place that they need to support their learning. This document should be read in conjunction with our SEND Policy. This document covers four strands:

- The strategic leadership of SEND across the Trust.
- The early and accurate identification of SEND.
- The development of an ambitious curriculum that is delivered through high quality teaching.
- Monitoring progress and outcomes for SEND learners and quality assurance.



What does Strategic Leadership look like?

Those responsible for the strategic leadership of SEND have a clear vision for the SEND provision and outcomes for children across the Trust which is clearly articulated and understood by all members of the Trust. The Trust promotes a whole school approach in all of its academies. This is driven from the highest level by the Trustee responsible for SEND. The lead Trustee for SEND at Trust level and the link Governor for SEND at each school level meet regularly challenge leaders about the progress and attainment of learners with SEND.

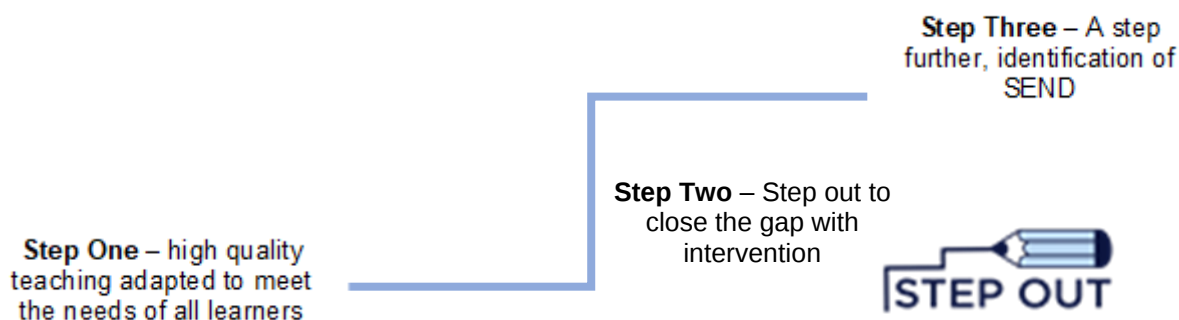
Operationally, the CEO takes overall responsibility for the implementation of this strategy to ensure that all children with SEND receive the entitlement they deserve to support them in their school life. The Business Plan includes a strategic objective in relation to SEND and the outcomes for children with SEND sit as a Trust priority alongside the drive to improve high quality teaching to ensure that the needs of our SEND children are met through a dynamic, inclusive classroom. We aim for intervention to be used to close specific gaps in learning. Those responsible for the strategic leadership of SEND lead discussions regarding the deployment of Trust SEND resources and the effective use of funding. The impact of expenditure and resource deployment is evaluated effectively by the Trust.

The CEO works with school leaders and SENCOs across the Trust to ensure that they remain up to date with current practice and that their policies are published online at school level and that this document is published at Trust level. The Trust ensures that the Information Reports published by schools is both compliant and written in the spirit of the SEND Code of Practice.

Staff CPD needs related to SEND are accurately identified and on-going training is in place at both a school and Trust wide level. The Trust is committed to working with outside agencies to meet needs effectively. The Trust uses the appraisal cycle to improve outcomes for learners with SEND across all academies and within the Trust leadership itself.

How do we ensure high quality teaching comes first?

We have a pedagogical development programme across the Trust that uses lesson study to explore the impact of the six principles of effective teaching (Allison and Tharby, 2015) on pupils' learning. We want to develop all of our teaching to enable them to support all children in an inclusive classroom by adapting these strategies effectively. Only when this is not meeting the needs of the children do we look to use intervention to close gaps.



Allison, S & Tharby, T (2015) *Making Every Lesson Count* Crownhouse. Kirschner, P. A.,

How will we identify need early and accurately?

The schools across the Trust work effectively with those responsible for the strategic leadership of SEND to support accurate and early identification of need. All of the schools across the Trust ensure that the transition from pre-school setting into EYFS is effective to support early identification. The Trust ensures that the effectiveness of high-quality classroom teaching is taken into account before assuming a learner has SEND.

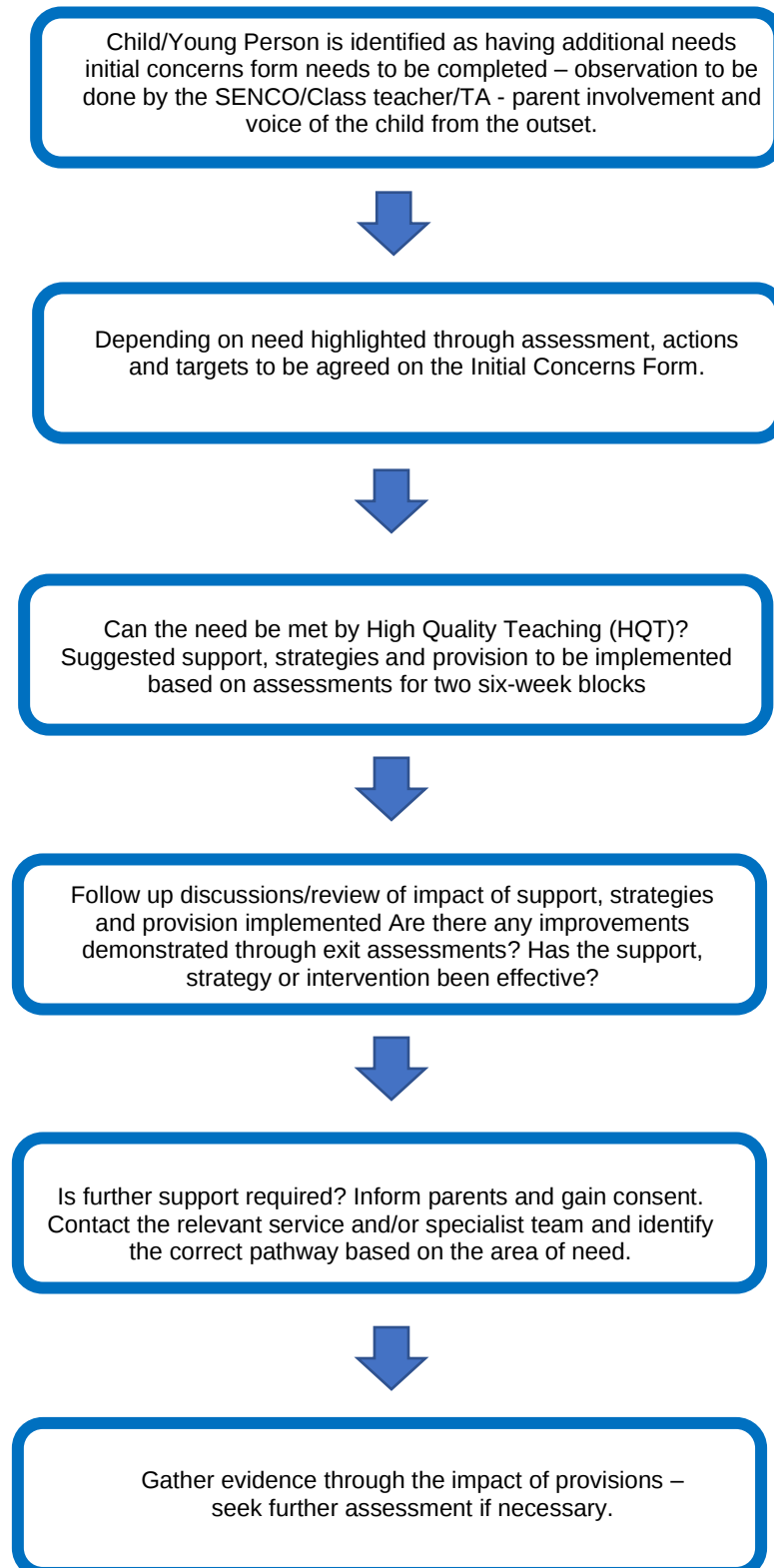
There is a clear and effective process for SEND identification across the TRUST that is used by all staff. The SEND Code of Practice and DfE census guidance is used when categorising a learner's area of need. A range of diagnostic assessments are available to support accurate screening for SEND across all schools both internally and by external specialists.

A Trust SEND strategic overview is in place across the Trust and patterns of need are analysed effectively by the Trust to inform provision planning.

Those responsible for the strategic leadership of SEND within schools liaise with parents to ensure accurate and early identification. Children with SEND are able to express their views and are fully involved in decisions which affect their education. All schools have a process in place for ensuring all staff have access to quality information about learners' needs to ensure they know their SEND learners well.

The SEND 'register' in each school is accurate and reviewed regularly.

Prime7 SEND Identification Pathway



Ambitious Curriculum and High-Quality Teaching

There is a broad, balanced, relevant and ambitious curriculum in place for learners with SEND across the Trust. All learners are able to access the content of the curriculum and make progress. Those responsible for the strategic leadership of SEND at Trust level work alongside SENCOs and other leaders to support curriculum development and adaptive teaching, using evidence and research to identify, share and model good practice in relation to high quality teaching for learners with SEND.

All schools promote high quality teaching as the first step in responding to learners' needs. Those responsible for the strategic leadership of SEND ensure that SENCOs and other leaders regularly evaluate the quality of teaching for learners with SEND.

There is a graduated approach to SEND and all schools effectively implement the 'Assess, Plan, Do, Review' cycle, as recommended in the SEND Code of Practice. The provision mapping process is in place to support the coordination of support and interventions in each school. There is an appropriate balance between in-class, group and individual support. Those responsible for the strategic leadership of SEND ensure that SENCOs and other leaders use evidence-based interventions and evaluate their impact effectively.

A comprehensive CPD programme is in place at Trust and school level to ensure on-going improvements in the quality of teaching and learning for pupils with SEND. Those responsible for the strategic leadership of SEND ensure support is informed and delivered by adults who understand learner's needs and know learner's targets. The Trust provides clear guidance on the effective deployment of Teaching Assistants and ensure that SENCOs and other senior leaders monitor the impact of Teaching Assistants and review this regularly.

How do we ensure that progress is tracked and monitored effectively?

The Trust senior leaders have a clear understanding of the progress and attainment of learners with SEND and how these compare with national figures and with other learners across the Trust. The Trust monitors the progress and attainment of learners with SEND across the four broad areas of need. The Trust monitors the progress and attainment of learners with SEND across all year groups and within subjects, conducting analysis in order to identify patterns and trends.

The Trust uses progress and attainment data effectively to inform planning and interventions. Reports on the progress of learners with SEND are shared with relevant colleagues in all schools and used to target support effectively. Learners with SEND are set challenging progress targets taking into account national expectations, prior progress and attainment and individual needs.

Standardised and diagnostic assessments are used to further track and monitor progress of learners with SEND across the Trust and the data analysed effectively to inform provision.

Attendance, exclusions, behaviour data and other qualitative data e.g., attitudinal surveys are analysed by the Trust and used to inform strategic decisions.

The Trust carefully analyses rates, patterns of and reasons for fixed-period and permanent exclusions to ensure that the representation of learners with SEND is not disproportionate and there are no informal or unofficial exclusions within the Trust.

The Trust evaluates the extent to which its schools are engaging with a range of methodologies to prepare learners with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.

The Trust supports schools to track, monitor and assess the wider outcomes made by learners with SEND. Learners with SEND across the Trust are making good progress and attain well. Learners with EHCPs are supported effectively to achieve their long-term outcomes. The Trust evaluates the extent to which its schools are engaging with a range of methodologies to prepare learners with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.

How do we quality assure our practice?

SEND is included in our Trust Quality Assurance calendar. At a Trust level we undertake annual self-evaluation through the MAT Evaluation Framework for SEND. From this exercise an Action Plan/Business Plan priority is drawn up from the areas for development. The Trust engages with external partners to ensure that internal self-evaluation is verified – this happens bi-annually.

At school level an audit is carried out annually and informs the SENCO's Action Planning. The schools are also audited bi-annually by an external partner. Our senior leaders peer support each other and undertake partner monitoring across the schools. This peer model is extended to cross-Trust working where possible.

We value the contribution that our stakeholders make in order to improve our practice. We regularly collate pupil and parent voice.

Categories/pathways of SEN & Flowcharts

Meeting the needs of pupils with high incidence SEN

Cognition and learning

Which children: Moderate learning difficulties (MLD), Severe learning difficulties (SLD), Profound and multiple learning difficulties (PMLD), Specific learning difficulties (SpLD)

Barriers to learning:

- Difficulties with reading, writing, spelling and number; poor coordination; poor concentration and lack of spatial awareness; mismatch between achievement and ability; poor behaviour as a result of being a frustrated learner (SpLD)
- Learn at a slower pace; difficulty acquiring basic skills in literacy and numeracy; difficulty understanding concepts; low self-esteem; some language delay; poor concentration; underdeveloped social skills; (MLD, SLD)
- Poor self-help skills; poor coordination and perception; severe and multiple learning difficulties with physical or sensory impairment (PMLD)

Strategies to meet needs:

- Give extra time where needed, allowing pupil to work at own pace
- Break learning and tasks down into smaller steps
- Give step-by-step instructions and write down homework for them
- Model what you want the pupil to do (demonstration)
- Provide breaks between learning tasks
- Support written tasks with mind maps, writing frames, prompt cards, word lists, visual prompts, symbols
- Check pupil's understanding by asking them to repeat back what you have said and asked them to do, and to say what they have learned in the lesson
- Allow pupils to present their work/responses in a range of ways to writing, e.g. using multi-media, ICT
- Utilise a range of multi-sensory teaching and learning approaches (VAK)
- Give immediate positive praise and feedback to reward effort/outcomes
- Provide opportunities for over-learning to consolidate, use peer-to-peer tutoring
- Give pupils sufficient thinking time to process information
- Enable pupils to work in pairs, in a small group, independently, and whole class

Social, emotional and mental health difficulties

Which children: Attention deficit disorder (ADD), Attention deficit hyperactivity disorder (ADHD), Obsessive compulsive disorder (OCD), Oppositional defiance disorder (ODD), Autistic spectrum disorders (ASD), including Asperger's syndrome and autism, bipolar disorder, anxiety disorder

Barriers to learning:

- Immature social skills, difficulty in making friends, withdrawn, socially isolated
- Challenging, disruptive or disturbing behaviour; aggressive behaviour
- Depression, mood swings
- Self-harming, eating disorders, substance misuse

Strategies to meet needs:

- Consistently apply classroom/school rules for behaviour
- Model good behaviour for learning, and pair the pupil up with a positive peer role model
- Incorporate turn taking cooperative learning activities in lessons
- Give one instruction and one task at a time, don't overwhelm the pupil
- Catch the pupil being good, use positive praise, focus on the pupil's strengths, talents and interests
- Defuse confrontation with humour, change the subject, send the pupil on a message, give them a classroom responsibility
- Provide time-out in a quiet calm distraction-free area of the classroom
- Provide them with anger management strategies, e.g. count to 10, deep breathing, use a stress ball, sit on hands
- Seat pupil at the front of the classroom away from busy areas and distractions, e.g. away from windows or doors
- Use non-verbal cues to deal with minor behaviour, e.g. raised eyebrows, being silent, making eye contact, using symbols, e.g. thumbs up, thumbs down; traffic light colours for mood, understanding
- Incorporate social stories in lessons, where appropriate, to help them understand feelings, develop empathy
- Use role play, hot seating, drama activities
- Develop their resilience, it is OK to make mistakes, adopt a fresh start and 'can- do' approach
- Use visual timetables, symbols, pictorial instructions
- Prepare pupils in advance for any change in routines
- Make teacher expectations clear
- Provide access to multi-media technology for task completion

Communication and interaction

Which children: Speech, language and communication needs (SLCN), Specific learning difficulties (SpLD), Autistic spectrum disorders (ASD), hearing impaired (HI)

Barriers to learning:

- Difficulty with communication because they don't understand what others have said, or they can't form sounds, words or sentences (SLCN) (HI)
- Difficulty recognising words, difficulty with fine motor skills (writing) and coordination (SpLD)
- Difficulty with comprehending/understanding some communication and instructions (masked by learned phrases or echoing what a teacher says) (ASD)
- Difficulty with social interaction and imagination (ASD)
- Easily distracted, cannot cope with any change in routine, and gets upset by certain stimuli, e.g. loud noise (ASD)

Strategies to meet needs:

- Use shorter sentences
- Speak clearly and avoid speaking too quickly
- Pair the pupil up with another peer who is a good language role model, and with a supportive group of friends
- Give the pupil simple messages to take to other peers or staff (verbal and written)
- Use open questioning, giving pupils time to respond
- Read aloud and use commentary to improve pupils' listening skills
- Use discussion and visual cues (symbols, pictures, photographs) to support written communication
- Use props to encourage pupils to talk more, e.g. telephone, audio recorders, digital camera, digital video camera, iPad
- Engage the pupil in sequencing and matching activities to develop language
- Teach language skills through games, e.g. 20 questions, role play, guessing games using verbal cues, hot seating
- Provide a quiet area for talking and listening activities in the classroom
- Provide key vocabulary and word lists
- Pre-tutor a pupil before a lesson to familiarise them with new vocabulary

Sensory and/or physical needs

Which children: Visually impaired (VI), Hearing impaired (HI), Multi-sensory impaired (MSI), Physical disability (PD)

Barriers to learning:

- Limited mobility, physical tiredness due to side effects of medication or medical condition, poor concentration (PD)
- Unable to distinguish or hear sounds and speech (HI)
- Unable to see fully or partially (VI)
- Unable to see, hear or speak (MSI)

Strategies to meet needs:

- Ensure pupils can see the interactive whiteboard, TV, PC monitor who don't have a VI
- Use a visualiser, enlarged text, or put text onto an audio player for those with VI
- Dim bright light to reduce glare, use window blinds, or re-seat pupil (VI)
- Provide a reader, where appropriate (VI)
- Produce written text in a range of alternative multi-media formats
- Provide extra time for completing tasks and tests
- Face HI pupils when speaking so they can lip read
- Use a hearing loop/lapel microphone for HI pupils
- Use subtitles on TV, video clips, and provide written transcripts (HI)
- Make use of visual or talking timetables and pre-tutoring (HI, VI)
- Ensure any misunderstandings, mistakes or misconceptions are dealt with sensitively and positively in the classroom
- Give breaks between learning activities
- Ensure safe movement around the classroom for wheelchair users (PD)
- Ensure learning resources for pupil use are accessible and clearly labelled (PD, VI)
- Seat pupils at the front of the class, away from busy areas (doors, windows) to avoid distractions, background noise
- Pair pupils up with other peers, enable them to work in a supportive group of peers (VI, HI, MSI, PD)

SEND Area of Need Cognition and Learning Concerns Procedure

Despite quality 1st and 2nd Wave teaching, child shows difficulty acquiring basic skills in reading, writing or number compared with their peers.



Class teacher to meet with parents to discuss concerns and:
Complete **Initial Concerns Form** and identify barriers to learning.
Request parents organise and up-to-date eye/hearing test.



Teacher completes assessments to identify specific areas of weakness (see overleaf for assessments covering each area).



If assessments show concerns:
SEND department to advise on a 6-week programme.



If assessments are OK:
Class teacher continues to monitor progress at class level.



Reassessment by teacher following completion of 6 week, evidenced programme.



Progress made

Teacher able to begin closing the gap through targeted 2nd Wave teaching provision.
Continue to **Assess – Plan – Do – Review**
6-week cycles



Insufficient progress made

SEND Department to consider inclusion on SEN register to investigate possible underlying specific learning difficulty (i.e. Dyslexia, Dyscalculia, Dyspraxia).
SENDCO to meet with parents.



Class teacher produces Learning Plan and SMART targets/action with three learning plans per academic year based on
Assess – Plan – Do – Review

SEND Area of Need Speech and Language Pathway

Cause for concern is noted regarding use of and/or understanding of language, speech sounds or conversation.

Class teacher to meet with parents to discuss concerns and complete **Initial Concerns Form**

Book appointment with SENDCO or Assistant to discuss relevant actions and assessments.
Complete **S&L teacher concerns checklist**

SEND department assessment choices

Speech

Articulation Screener
Progression Tools

Language

Vocabulary screener
Progression Tools

Communication/interaction

CAST
Class/play observation

If assessments show concerns:
SEND department to advise on 6-week programmes.

If assessments are OK:
Class teacher monitors progress.

Class teacher writes Learning Plan.
Teacher/TA carry out 2 x 6-week programme.

Teacher requests reassessment by SEND Dept. following completion of 12 week, evidenced programme.

Progress made

SEND Department to advise on next targets.

Class teacher writes new Pupil Profile.
Teacher/TA carry out and evidence new 12-week programme.

Insufficient progress

SEND Department – consider referral to Speech & Language Service.

Targets from SaLT for teacher to write Learning Plan SMART targets.

Liaison between SEND department and class teacher on who is best to provide support (usually TA within year group).

SEND Areas of Need Social, Emotional and Mental Health Pathway

Concerns recorded on Initial Concerns form. The concern may have been raised by staff, parents, school nurse or professional working with the child.
Form handed to **SENDCO/DSL** to risk assess.

Is child considered to be at immediate risk of harm (to self or by others)?

Yes

Refer immediately to Safeguarding flowchart and follow this.
SENDCO to liaise with the CAMHS consultation line

No

Class teacher to meet with parents to discuss concerns and: Complete **Initial Concerns Form** and identify barriers to learning, actions and parental view.
Parent and teacher to complete separate **SDQs**.

Teacher arranges discussion with SENDCO regarding which further assessments or information they should gather such as:
Voice of the Child
Class and playground observations
Consideration of the classroom environment and impact on the pupil

Teacher plans 6 week intervention to support identified needs.
Monitor SDQ scores termly to ensure they do not rise. Set a review date.

Insufficient progress made

Barriers to learning still in place, SDQ score or is rising or no improvement in the Intervention exit score then refer to SENDCO

Progress made

Teacher able to remove barriers to through targeted 2nd Wave teaching provision. Continue to **Assess – Plan - Do – Review** 6-week cycles

SEND Department to consider inclusion on SEN register and 3rd Wave interventions such as Drawing and Talking, 1:1 CBT or emotion coaching, school nurse and CAMHS input.
SENDCO to meet with parents.

Communication and Interaction Pathway

Cause for concern is noted regarding social interaction, relationships, rigid thinking, behaviour, emotions and emotional language or sensory issues.

Class teacher to meet with parents to discuss concerns and:
Complete **Initial Concerns Form**.
Complete **OT flowchart** with parents.
Teacher and parents to complete separate **CAST** forms.
Teacher and parents to complete separate **SDQs**.

Book appointment with SENDCO to discuss relevant actions and assessments.

Assessment choices

Class observation of on/off task behaviour.
Playground observation. Classroom/playground behaviour scale.
Progression Tools for language.

If SDQ score is 15+ and CAST score is 15 – 31. SENDCO to discuss with parents and gain permission to refer to CAMHS for ASD assessment.

If accepted by CAMHS, child added to the SEN register.
Teacher writes Learning Plan.

Continue to
Assess – Plan - Do – Review
6-week cycles

If CAST scores below 15.

Teacher, with advice from SENDCO, to initiate 6 week intervention plan based around child's individual social communication needs (eg Friendship Formula).

Teacher/TA to reassess after 6 weeks.

Progress made

SEND Department to advise on next targets.

Insufficient progress

SEND Department – consider referral to CAMHS using evidence from intervention to support.

SEND Areas of Need

Sensory Pathway

Cause for concern is noted regarding sight, hearing, selective mutism or stammer. Can be raised by teacher/TA, home or school nurse team.



Class teacher to meet with parents to discuss concerns and:
Complete **Initial Concerns Form**.

Hearing concerns

Recommend parents take child for a hearing test at the GP's and request results.

Sight concerns

Recommend parents take child for an eye test and request results.

Stammer or mutism concerns

Complete **S&L teacher concerns checklist**.

Immediate referral to Speech & Language Service via SENDCO/Assistant. Follow S&L flowchart. Child added to SEN register.



If tests show no difficulties Teacher to monitor.

If tests indicate mild difficulties

Consider environmental changes such as seating position. Discuss options with SENCO. Monitor academic progress.

If tests indicate significant difficulties
Follow advice as provided by healthcare professionals.



If support offered is over and above Quality 1st and 2nd Wave teaching, child to be added to the SEN register.

Class teacher writes Learning Plan.

Assess – Plan -Do – Review