

BATH & WELLS  
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10



# SEND Policy

Updated May 2022



BATH & WELLS  
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

**Bath and Wells Multi Academy Trust**

**Special Educational Needs and Disabilities (SEND) Policy**

Document Owner:	Director of Education
Version:	1.0
Date of last review:	May 2022
Category:	Trust Policy

## 1. Purpose

- 1.1. This policy is written for, and by, the whole school community: staff, pupils, parents, carers and the Trust Central Team. It sets out the Bath and Wells Multi Academy Trust's (BWMAT's) approach to supporting pupils with special educational needs and disabilities (SEND) in each of its schools, including (where applicable) their nursery provision.
- 1.2. The policy sets BWMAT's expectations for all our schools, to ensure pupils in our care are able to be 'the best version of themselves' through receiving the best educational experience.
- 1.3. This policy is consistent with BWMAT's funding arrangements with the Secretary of State for Education which requires that we make provision for pupils with SEND, and has been developed in accordance with the Special Educational Needs (SEND) Code of Practice 2014 (updated 2015) **Error! Hyperlink reference not valid.** and in line with the following:
  - The Children and Families Act 2014  
[Children and Families Act 2014 \(legislation.gov.uk\)](http://legislation.gov.uk)
  - The Equality Act 2010  
[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/guidance/equality-act-2010)
  - Keeping Children Safe in Education 2021  
[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk/government/guidance/keeping-children-safe-in-education)
  - The BWMAT Equality and Diversity Policy  
[Equality and Diversity Policy November 2021.pdf \(bwmat.org\)](http://www.bwmat.org/equality-diversity-policy)
  - The BWMAT Safeguarding and Child Protection Policy  
[Child Protection and Safeguarding Policy September 2021.pdf \(bwmat.org\)](http://www.bwmat.org/child-protection-safeguarding-policy)
  - Schools' Behaviour Policy (See individual school websites)
  - [The BWMAT Admissions Policy](#)
  - [The BWMAT Education Strategy](#)

It is designed to be a working document.

## 2 Our Vision for inclusion

- 2.1 Our vision for inclusion is based upon ***being the best version of ourselves*** and applies to everyone who works and learns within the Trust family. We want everyone to feel the freedom to be themselves, valuing each other with kindness and respect in everything we do, enabling children to grow and develop in confidence.

We accept, unconditionally, all children and families into the life our schools. We take every opportunity to celebrate learning together and hold our doors open to people from all backgrounds and traditions.

We unlock opportunities for children to flourish in a wide variety of disciplines, not simply those that are measured. We patiently nurture development and growth, knowing that character is at the heart of educational achievement.

In BWMAT we believe that inclusion is about engendering a belief that our pupils can do 'anything and everything' and are not limited by a label they may carry. We believe in equity of learning opportunities for all pupils across our schools. We do this by listening and

responding to children and their families so to build an ongoing, holistic understanding of our pupils and their needs. We are outward facing, and research led and through SEND Hubs and Network events and SEND Leadership training we ensure that there is a comprehensive range of opportunities for staff to develop and progress their skills and knowledge around SEND.

We asked all our schools what inclusion means to their school and their children and families. Our belief is that inclusion, for our children with SEND means that:

- our children can do anything and everything
- every adult knows every child well
- we will endeavour to ensure all children access the resources they need
- all staff will develop their knowledge and understanding to meet needs of learners
- we will share skills, expertise and knowledge across all our schools, not limiting our options to the provision that one school can make
- we will build strong relationships with families, keeping to the principles of our co-production charter, so that we get it right with families from the start
- all children have a sense of belonging with happy memories of their time in primary school
- we don't label the child, we quickly identify their need
- there is equity for all our children

2.2 Each school within our Trust is unique and distinctive and we are committed to celebrating the local context and purpose of each school. Our vision is for all of our schools to become highly successful and meet the needs of the community in which they serve. Our Trust is part of the Bath and Wells Diocese and we are proud of the strong partnership and shared ethos with the Church of England.

2.3 We believe all leaders in our schools are leaders of SEND and through our three SEND Hubs (linked to Local Authorities), led by a Headteacher and Lead SENCo/s and through collaboration with schools, we build capacity and expertise to ensure our Trust is at the forefront of SEND practice.

2.4 Our vision for inclusion is based upon being the best version of ourselves and applies to everyone who works and learns within the Trust family. We want everyone to feel the freedom to be themselves, valuing each other with kindness and respect in everything we do, enabling children to grow and develop in confidence. To be able to fully realise this, we will ensure that the language we use with children, colleagues and families is non-judgemental or devaluing and celebrates individual differences.

Language constantly evolves and changes and the language of SEND can sometimes be difficult to navigate. We know that language is a powerful tool for communication and how we describe learners in our schools can also shape our attitudes.

The following has been agreed by our Trust family:

- We will work with parents and children to agree how they wish conditions or protected characteristics to be referred to or described;
- We will not use language that is judgemental or devaluing to a learner 'he/she/they just doesn't try'

- When we discuss children with colleagues, we will focus on what provision a child needs rather than what a child can't do;
- We will always use 'child-first' language, putting the child first before any need 'Jane has dyslexia' rather than 'a dyslexic child';
- We will focus on a child's strengths and abilities and be specific when talking about their needs 'Jo is really able when solving problems orally; he finds it challenging to write his calculations on paper';
- When working with parents and carers we will believe and respect the knowledge they have about their children and will ensure that we are respectful in the language we use.
- We respect that parents and carers are entitled to have different views as to the provision appropriate for their child, and the views of parents and carers will always be carefully considered;
- As teachers and leaders, we teach and model inclusive language to parents, carers and pupils, and challenge stereotypes.

### **3. Aims**

- 3.1 The key aim of the Trust and of each of our schools is to ensure that all our pupils achieve their very best. The Trust's Education Strategy is a key driver for improvement and there is a golden thread of inclusion running through our seven characteristics of excellence. We are committed to a process of identifying, understanding and breaking down any barriers to participation and belonging.
- 3.2 All our children including those identified as having SEND, have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life. We want all our children to have a strong sense of belonging, to thrive, flourish and to develop skills for their next stage of learning and development and into adulthood.
- 3.3 Through our [Education Strategy](#) we will support schools in their drive to ensure that high quality, inclusive teaching and provision is 'ordinarily available' and through our Hubs, Networks and Leadership for Inclusion programme, will support BWMAT staff to continue to develop skills, knowledge and expertise around SEND.
- 3.4 We will continue to be outward facing and research-led, and working with schools will support their engagement with the March 2020 Education Endowment Foundation (EEF) report on SEN in mainstream schools- ([educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk))
- 3.5 As a Trust family, we have co-produced the following non negotiables as part of our Education Strategy:

#### **Key Characteristic 5: Diversity and Difference are Celebrated**

- The school accepts unconditionally, all children into the life of the school, with all staff championing high quality inclusion;
- The Trust core Christian values are integrated into our inclusion culture; There is mutual understanding, across the whole community, that we are doing the best for everyone;
- Relationships and trust are central to all we do in celebrating diversity within our community;
- We see high quality teaching which reduces barriers to learning for all pupils meeting every child's needs in our curriculum, teaching and learning approach;

- There is a shared language and definition for inclusion and diversity and consistency in how we work as a Trust;
- We transfer the benefits of our privilege to those who lack it. We amplify voices of the oppressed before our own;
- Leaders have visible commitment, cultural intelligence and effective collaboration in championing inclusion and diversity. They acknowledge when something is not working and seek advice and support;
- Staff show empathy and humility in their daily work, and they are consciously aware of their own bias.

#### **4. Legislative Compliance**

- 4.1 All schools in England must have regard to the Code of Practice (2014 updated 2015) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities.
- 4.2 Chapter Six of the Code of Practice clearly states what schools should do and we have an expectation that all our leaders and governors and trustees are proactive in ensuring that their staff have read, understood and are supported in implementing the principles and practice set out in this chapter.
- 4.3 All schools must ensure that all pupils are able to flourish and thrive within a school community which both respects and celebrates protected characteristics, as defined by the Equalities Act 2010. The protected characteristics in which pupils must not be discriminated against are: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation.
- 4.4 Under the Equality Act (2010), all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.
- 4.5 Through an agreed training offer for BWMAT staff we will ensure that all staff are clear in the roles, responsibilities and accountability in relation to SEND legislation and policy.
- 4.6 At the time of writing this policy the Department for Education (DFE) has released a Green Paper 'Right support, right place, right time', a consultation on the special educational needs and disabilities (SEND) and alternative provision system in England, which is likely to result in policy change at a national level.

#### **5 Identification of Special Educational Needs and Disabilities (SEND)**

- 5.1 What is SEND? This is a simple question that can have a range of responses: legal, political or based on personal experience. At BWMAT we recognise the importance of early Identification of needs. We work together with parents and other professionals, with the aim that children within our schools reach their full potential. Working with our schools we are committed to accurate identification of a possible special educational need at the earliest stage and so use the legal definition as set out in Chapter 6, Part 3 of the Children and Families Act 2014.

- A child or young person has SEN 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:

- Have significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has SEN if they fall within the definition at (a) or (b) or would do so if special educational provision was made for them.

- Children must not be regarded as having a learning difficulty solely because the language of form of language of their home is different from the language in which they will be taught.

5.2. Our staff have high levels of skills, knowledge, and expertise in providing the very best education for children with a range of needs. This includes identifying needs within the four broad areas as set out in The Code of Practice:

- Cognition and Learning needs
- Communication and Interaction needs
- Social, emotional and mental health needs
- Sensory and/or physical needs.

The purpose of identification is not to fit pupils into one of these categories but to work out what additional action, if any, the schools need to take, to address a child's particular needs in any of those categories. Our BWMAT staff work closely with parents/carers, the child and external professionals to ensure a clear picture of the whole child, not just the special educational needs of the child. This allows the school to put the best provision in place to meet the needs of each individual child.

5.3 We, as a Trust recognise that every child is unique, and all our schools are different so do not believe that a 'one size fits all' approach works. We are committed as a Trust to 'quality first' teaching for all our pupils. 'Quality first' teaching in mainstream provision should accommodate different types of learning needs in its universal provision, and recognise that if our universal provision is strong, it is likely to result in fewer pupils needing provision different from or additional to that normally available to pupils of the same age. Our schools, as their first step in identifying need, will review the impact of their current provision, and in particular where a child is flourishing and not flourishing within that provision, and working with the class teacher, SENCo, parents/carers and external support services and professionals look at assessments already carried out.

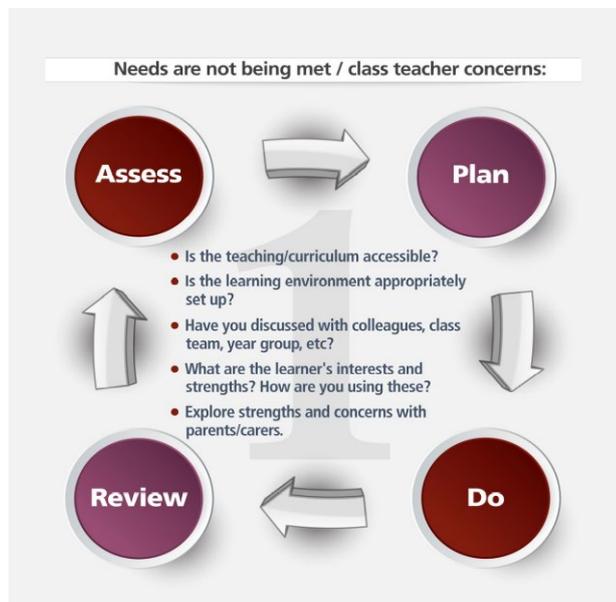
5.4 There are also pupils in our schools who may be identified as having dual and multiple exceptionality (DME). We know that some of our children with an identified SEND are also academically gifted. We recognise as a Trust that a challenge may be that some of our pupils who we identify as having high learning potential (HLE) may also have an unidentified SEND.

5.5 To ensure best practice around assessment and accurate identification of need, Hubs and Networks working with their Local Authorities, families and children will produce a Charter to ensure equity and consistency across Trust schools.

## 6. The Graduated Approach

6.1 In line with the Code of Practice, all our schools follow the graduated approach to a learners' special educational needs. This support should take the form of "a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes."

6.2 Teachers Handbook: SEND (Nasen) explains the four part cycle as illustrated below.



[Teacher Handbook: SEND | SendGateway](#)

6.2 At every stage of this process we will work hard to ensure that pupils and their families are included as equal and meaningful partners. A central aim of the Children and Families Act 2014 was to ensure that children, young people and their families are at the centre of the decision-making process. As a Trust family, we are committed to supporting our schools in implementing approaches that ensure effective co-production is in place.

6.3 Our schools may use [The Engagement Model](#) to support teachers and the SENCO in measuring each pupils' progress independently, according to their profile of need, where a pupil may be working below the level of the national curriculum. This tool will enable schools to track and support pupils' ongoing progress and engagement in developing new skills, knowledge and concepts.

## 7.0 The BWMAT Model

7.1 Leadership for SEND underpins the Trust's approach to inclusion. All leaders, in schools and in the Trust central team, including governors and trustees, are leaders of SEND.

7.2 To support leadership of SEND, all schools will have access to the following based on level of need: (This is a four-year strategy 2022-2026)

#### **Universal**

- Annual SEND leadership training for all Headteachers and governors
- New SENCOs assigned a mentor for their first year. New Headteachers to receive SEND module training as part of induction
- School annual SEND in a Nutshell profile, to support their strategic leadership of SEND
- Whole school SEND self-evaluation annually with annual SEND Review for Resetting and Accelerating schools (bi-annual for embedding and excellent schools)
- Access to a suite of assessment tools, templates and training to enable accurate identification of SEND
- CPD Package - Trauma Informed Schools training for SEMH
- Access to 3 SEND network events with specific training linked to Trust SEND strategic plan
- Specific SEND training for nursery staff and partnership with Local Authority EY SEND leads
- Identification of succession planning for SENCOs and offer/sponsorship for training
- A Trust wide co-production charter and training for co-production and parent/pupil voice

#### **Targeted/Bespoke**

- Specific suite of specialist training linked to broad area of need analysis through whole Trust provision mapping to inform network and Hub CPD offer.
- Headteacher analysis of SEND in a nutshell and data analysis to inform specialist and bespoke training at school level
- Specialist SEMH consultancy to work with schools to work collaboratively to evaluate and develop SEMH provision
- Commissioned school review, consultation and action planning for specific SEND need (primary areas of need) by Trust Headteacher and SENCO inclusion leads
- Commissioned PP reviews
- AP satellite hub training for staff where a pupil is at risk of permanent exclusion

#### **Specialist**

- Access to satellite hub
- Alternative Provision support and further training for child, family, staff and school
- Peer to peer leadership support for Head and SENCO when managing complex cases
- Multi Agency Inclusion Panel for complex cases (and could support at EHCP emergency review)
- Panel case reviews of fixed term and permanent exclusions

All schools are provided with a SEND key contacts poster, specific to their local area, to ensure leaders know who to approach and when to signpost to Local Authority services.

7.3 Bath and Wells Multi Academy Trust is partnered with three Local Authorities. To ensure we have strong strategic partnerships with our Local Authority 0-25 SEND teams, our three SEND Hubs are linked to Local Authorities. Lead Headteachers and Lead SENCOs have completed the Whole School SEND Reviewer training.

- 7.4 To support school leaders in making best use of their census data and to understand their profile of needs within each school, we will commission an external specialist leader of education to produce a 'SEND in a Nutshell' method of data analysis which will help senior leaders understand their school context within the regional and national picture and provides a starting point for whole-school and Trust development planning.
- 7.5 Hub Leads, working with the Trust will use census data for their schools to support their strategic planning based on local need.
- 7.6 An Education, Health and Care ("EHC") needs assessment is an assessment of a child or young person's education, health and care needs. It is the first step to getting an Education, Health and Care plan ("EHC plan"). An EHC plan can result in additional support and funding for a child or young person with special educational needs ("SEN"). Each Local Authority website sets out clearly how a request can be made. A request for an EHCP may be made by the school or by parents and carers. As a Trust, we encourage parents and carers to work in partnership with the school and other professionals if they feel their child may need an EHCP.

## **8. Roles and Responsibilities**

- 8.1 Details of the key staff in each school's particular responsibilities concerning SEND are provided in each school's SEN Information Report.

### **8.2 Headteachers**

Headteachers will understand the strategic and operational requirements of their SENCo's role. Working closely with their SENCo, SEND Governor and school leaders, they will have a thorough understanding of how the school's ethos and culture supports inclusion. They will have the strategic responsibility of SEND: intent, implementation and impact.

As outlined in the Trust's Children Education Strategy, children are at the centre of curriculum design and leaders will strive to ensure that all pupils within their schools are enabled to learn, be ready for their next stage in education, and take their place in the world

The headteacher of each school has responsibility for:

- ensuring that policies and procedures are fully implemented;
- ensuring that sufficient resources and time are allocated to enable staff members to discharge their responsibilities in connection with SEND
- Supporting the SENDCo in making requests for and reviewing individual EHCPs

### **8.3 Leadership team and Special Educational Needs Co-ordinator (SENCO)**

All leaders are leaders of SEND. The leadership team and SENCo will be responsible for the co-ordination of SEND provision and deployment of staff; monitoring of SEND Provision; data analysis and evaluation of impact. There will be an integral focus on SEND in monitoring at all levels.

**The SENCO has day to day responsibility for:**

- the operation of the SEND Policy in their school;

- co-ordinating specific provision made to support individual pupils with SEND, including those who have Education, Health and Care (EHC) plans;
- advising on the graduated approach to providing SEN support;
- liaising with parents of pupils with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEN
- providing professional guidance to colleagues;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- working closely with staff, parents / carers and other agencies in connection with pupils with SEND including making requests for an EHC assessment and plan where appropriate, and reviewing those plans once in place;
- ensuring that the school keeps the records of all pupils with SEN up to date
- being aware of the provision in their Local Authority's Local Offer and signposting this on their school website;
- working with professionals to provide a support role to families to ensure that the school's pupils with SEND receive appropriate support and high quality teaching;
- ensuring that the school's SEN Information Report is accessible and is reviewed and updated annually, involving parents / carers and pupils.
- working with the Headteacher and school governors/trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

For those schools with nursery provision, a specific early years SENCO will be identified, who will have the same roles and responsibilities.

#### 8.4 **Teachers**

All teachers are teachers of SEND. Class teachers are responsible for the progress and development of every pupil in their class and will work with the pupil, families, school staff and other professionals to ensure the "assess plan do review" cycle is appropriately implemented to support pupils with SEND.

##### **Teachers will:**

- be children with SEND's champion and advocate, having high aspirations and believing that barriers can be addressed, and that good progress is possible;
- have in-depth knowledge about each learner with their all their needs (academic, social and emotional) built on by regular ongoing assessments;
- plan strategies and learning sequences that engage children in their learning (academic, social and emotional)
- work closely with any teaching assistants, school and specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- build positive, productive relationships with families so that meaningful co-production can flourish;
- plan whole-class teaching using approaches that are effective for learners with SEND;
- provide all learners with opportunities to learn in small steps, carefully building upon their prior knowledge;
- be explicit with the language you use, providing clear guidance about what learners are expected to do. Check that the words you use are understood;
- model what you want learners to do, to show them what you mean;
- sequence learning, so that each new idea makes logical sense, based on what learners already know;

- be inquisitive about how children learn ensuring that there is access to good quality CPD and evidenced based research;
- prepare children so that they are ready for their next stage in education, ensuring they develop Independence and resilience.

#### 8.5 **SEND Governor**

The SEND link governor will have a strategic overview of the school's provision for SEND and will provide support and challenge to the school. The SEND governor will monitor the school's arrangements for SEND and will provide a voice for the SENCo at governing committee level, ensuring the needs of learners with SEND are considered as part of strategic decision making. Working with the Chair of Governors the SEND Governor will make sure that the SEND responsibilities of the board are fully discharged.

Each school's governing body has responsibility for:

- identifying a member of the Local Governing Committee (LGC) who will have particular responsibility for overseeing SEND provision;
- ensuring that arrangements are in place in the school to support pupils with SEND;
- in conjunction with the headteacher, ensuring that the SEND Policy is implemented appropriately within the school;
- ensuring that the school's 'SEN Information Report' is considered and approved annually;
- working with the school, HT and SENCO to determine the development of SEND policy and provision, including establishing a clear picture of the resources available in the school;
- ensuring the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements.

#### 8.6 **SEND Hubs**

Our SEND Hubs bring together Headteacher and SENCO representatives from each local area, ensuring partnership working with each Local Authority and leadership collaboration. Each Hub is lead by a Headteacher and two SENCOs.

Each SEND Hub Leader has responsibility for:

- Leading termly meetings, to bring SENCOs together and share best practice and research, gain leadership feedback and offer support.
- Analysis of Hub data dashboards to inform our CPD offer, linked to profile of pupil need within the local area
- Work in partnership with the Local Authority SEND representative, linked to the Hub
- Leading SEND reviews for schools, in partnership with central team Assistant Director of Education

#### 8.7 **Board of Trustees**

The Trust's Board of Trustees has responsibility for:

- overseeing strategic SEND matters across the Trust's academies, including fulfilment of all statutory requirements.
- monitoring the appropriate implementation of this policy across the Trust

The Trustee with portfolio responsibilities for SEND will have a strategic overview of SEND provision across the Trust and provide a voice for children with SEND at Trust Board level.

## 8.8 Local Authority

The local authority holds a budget for high level SEND and is responsible for the provision of an Education and Health Care Plan (“EHCP”) for those of our pupils who require such a plan in order to access the curriculum.

## 9. Expectations of all schools

9.1 Leadership for SEND underpins the Trust’s approach to inclusion and our Education Strategy drives provision which meets the needs of all pupils in our care.

9.2. All schools within our Trust are committed to putting the child at the heart of everything we do. We have the highest ambitions and expectations for all our children and through children being at the centre of curriculum design our ambition is that all our learners, including those with an additional need are able to learn, be ready for their next stage in education, and take their place in the world. We know that our children with SEND may be more vulnerable in relation to various forms of abuse and bullying and in line with Keeping Children Safe in Education (updated September 2021) we will create a safe environment for our children through robust safeguarding practices

9.4 ALL schools within the Trust will have the following:

- SEND Information Report – updated annually;
- Accessibility Plan – with action plan - updated every 3 years;
- SEND in a Nutshell -data profile - annually
- SEND Policy – updated annually
- SEND self evaluation review – updated annually
- SEND Review (2-3 year cycle)

9.5 It is good practice, but not a requirement as will depend on school context for all schools to also have the following:

- SEND Action Plan for Improvement – integral to the whole School Development Plan
- A co-ordinated provision map, which identifies additional support

9.6 All schools, supported by their Hubs will work closely with their Local Authorities and other agencies. As a Trust we are committed to person centred working and co- production, putting the child and family at the centre of what we do.

## 10. Responsibilities of SEND Hubs

10.1 SEND Hub leads, working closely with the Assistant Director of Education, will work with schools within their Hubs to support school leaders in effective leadership of SEND. Using SEND data and SEND in a Nutshell they will support schools in using data strategically to develop SEND provision and evaluate effectiveness. Hub leads and lead SENCOs will work with schools to develop high quality SEND provision and will support colleagues in establishing the culture, ethos and values of a school so there is a shared notion of inclusion within the Trust.

## 11. Responsibilities of the Trust

11.1 The Trust will provide overall leadership of SEND and using both Hubs and Networks will ensure the vision for SEND and inclusion across all Trust schools will be known, understood and embedded. To ensure the expectations of all schools are upheld, the Trust central team, working collaboratively with Hubs and schools, will undertake a variety of Quality Assurance (QA) activities to support schools in identifying strengths and areas of development, to inform best practice and priorities for improvement. This work is central to our Education Strategy. This includes:

- A universal SEND leadership offer of training for all schools
- SEND Reviews;
- Monitoring visits, as appropriate, for SEND;
- Where a school is identified to have significant weaknesses or areas for development, supplementary support is provided by the Central Team leading to effective and consistently good practice to meet the needs of learners with SEND.

### SEND Hub Structure

Bath and Wells Multi Academy Trust is partnered with three Local Authorities. To ensure we have strong strategic partnerships with our Local Authority 0-25 SEND teams, the hubs are now linked to Local Authorities.

#### Trust Wide Inclusion Leads

Strategic Lead, Central Team: Faye Bertham

Headteacher: Nicki Smith, St Nicholas

SENCO: Abi Pollard, Churchfield

#### Somerset 15 school

- Lead Headteacher: Adam Beauford - Holy Trinity
- Lead SENCO: Claire West - Holy Trinity
- Lead SENCO: Fiona O'Connor - St James
- LA SEND 0-25 Team Link Partner:

#### North Somerset 7 schools

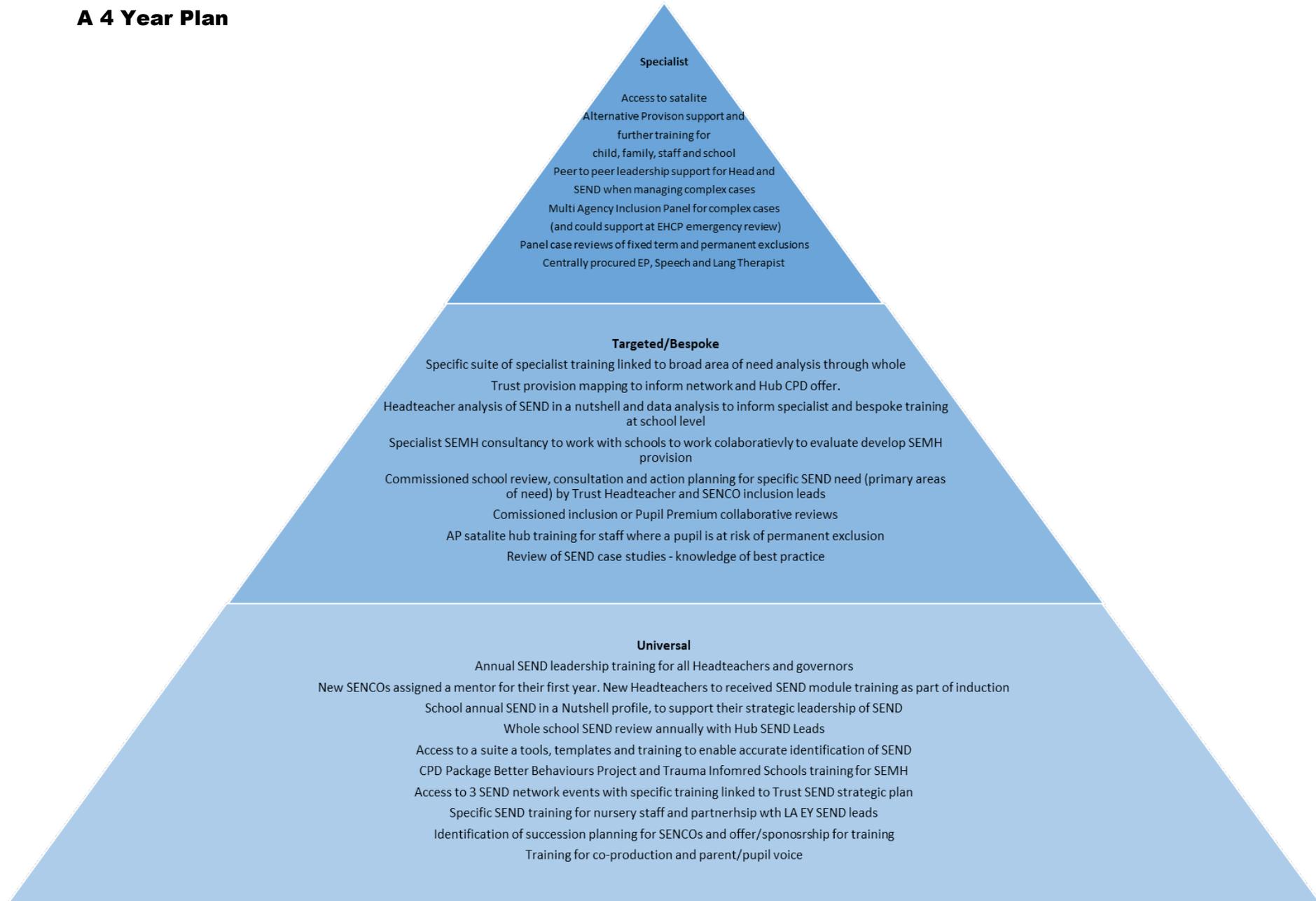
- Lead Headteacher: Sandy Nicholls - Trinity
- Lead SENCO: Diane Anderson - St George's
- Lead SENCO: Emma Carter-Western - Trinity
- LA SEND 0-25 Team Link Partner:

#### B&NES 12 schools

- Lead Headteacher: Clare Greene - St Michael's Junior
- Lead SENCO: Sara Hibbs - St Saviours
- Lead SENCO: Naomi Western - St Michael's Junior
- LA SEND 0-25 Team Link Partner:

# **BWMAT Inclusion Pathway Leadership Offer**

## **A 4 Year Plan**



**Purpose – Taking an evidence informed approach**

Excellent teaching for pupils with SEND is excellent teaching for all. The Code of Practice emphasises that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Accurate identification of need and early intervention will support high-quality provision to meet the needs of children and young people with SEND. This should include the use of evidence-based interventions and approaches. Educational settings, joint commissioning arrangements and local authorities are therefore responsible for ensuring that the best evidence available on interventions and approaches is used to support children and young people.

An uncompromising focus on improvement and recognising what works and what doesn't for those identified with SEND will raise attainment and make a difference to all children. There is a growing and valuable evidence base which helps teachers and leaders make evidence informed decisions about which interventions can maximise impact and provide good value for money, for example the EEF<sup>2</sup>, The Communication Trust<sup>3</sup> and NICE<sup>4</sup>. Research from randomised control trials (RCTs) should be used to build the professional judgement and the discretion of teachers, as the most powerful knowledge about what works is informed by each context and the expertise of practitioners, particularly for the SEND sector. Localised and applied research is likely to be most useful for informing strategy and teaching practice. Growing the research literacy of teachers in schools and building localised research of what works will strengthen professional judgement and intelligent, informed decision making to deliver continuous progress for all pupils with SEND.

**References and further reading:**

- 1 [gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](http://gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- 2 [educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit](http://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit)
- 3 [thecomunicationtrust.org.uk/whatworks](http://thecomunicationtrust.org.uk/whatworks)
- 4 [nice.org.uk](http://nice.org.uk)

**The Seven Characteristics of Excellence**



Excellence in education is a lived experience for all our children and families. All schools will ensure that seven key themes are an integral part of school life.




**Every child within BWMAT will experience**

- 1 Reflective Leadership
- 2 Starting well together on their education journey
- 3 A curriculum for an ever-changing world
- 4 Teaching excellence along with inspired learning
- 5 The celebration of diversity and difference
- 6 An environment where physical and mental wellbeing encourages learning to flourish
- 7 Outward facing opportunities - looking beyond the horizon

Bath and Wells Multi-Academy Trust | Education Strategy 2021/22 | BEING THE BEST VERSION OF OURSELVES | 15

## SEND Review Headlines

<b>3 Key strengths identified:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>3 Key recommendations (priorities):</b> <ul style="list-style-type: none"> <li>•</li> </ul>
---	---

## School SEND Strategy 2022-2023



School Summary information			
Number of pupils on roll		Percentage of pupils with SEND	
Percentage of pupils with SEND Support		Percentage of pupils with an EHCP	

Leadership					
Areas of Strength for Leadership:			Key Recommendations for Leadership:		
•					
Actions	Cost	What steps will we take to make sure the action is carried out effectively	Timescale and Staff lead	How will we know we have been successful? Review date and method	Impact Review

		-			

<b>Total budgeted cost</b>					
<b>Identification</b>					
<b>Areas of Strength for Identification:</b> •			<b>Key Recommendations for Identification:</b> •		
<b>Actions</b>	<b>Cost</b>	<b>What steps will we take to make sure the action is carried out effectively</b>	<b>Timescale and Staff lead</b>	<b>How will we know we have been successful? Review date and method</b>	<b>Impact Review</b>

<b>Total budgeted cost</b>					

Tracking and Monitoring Progress					
Areas of Strength for Tracking and monitoring Progress			Key Recommendations for Tracking and Monitoring Progress:		
<ul style="list-style-type: none"> <li></li> </ul>					
Actions	Cost	What steps will we take to make sure the action is carried out effectively	Timescale and Staff lead	How will we know we have been successful? Review date and method	Impact Review Term 3 Term 5
		-			
		-			
		-			
		-			
<b>Total budgeted cost</b>					
High Quality Teaching and Intervention					

<b>Areas of Strength for High Quality Teaching and Intervention:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Key Recommendations for High Quality Teaching and Intervention:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
---	---

Actions	Cost	What steps will we take to make sure the action is carried out effectively	Timescale and Staff lead	How will we know we have been successful? Review date and method	Impact Review
		-			

**Total budgeted cost**

**Developing Provision**

<b>Areas of Strength for Developing Provision</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Key Recommendations for Developing Provision:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
--	---

<b>Actions</b>	<b>Cost</b>	<b>What steps will we take to make sure the action is carried out effectively</b>	<b>Timescale and Staff lead</b>	<b>How will we know we have been successful? Review date and method</b>	<b>Impact Review</b>
		•			
		•			
<b>Total budgeted cost</b>					

Appendix 3: Distributed Leadership of SEND

**Every leader a leader of SEND**

<b>SEND Governor</b>	<b>Headteacher</b>	<b>SLT and SENCo</b>	<b>Middle Leaders Phase/KS Leaders</b>	<b>Class Teachers/Subject Teachers</b>	<b>Support Staff</b>
Strategic overview, support and challenge	Strategic responsibility of SEND, intent, implementation and impact	<ul style="list-style-type: none"> <li>• Coordination of SEND provision and deployment of staff</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of pupil progress</li> <li>• Monitoring of quality first teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of inclusive teaching</li> <li>• Target setting</li> <li>• Monitoring of progress of</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of interventions</li> <li>• Collation of data against targets/outcomes</li> </ul>

		<ul style="list-style-type: none"> <li>• Monitoring of SEND Provision</li> <li>• Data analysis and evaluation of impact</li> <li>• Integral focus on SEND in all lesson observations</li> </ul>	<p>and provision for SEND</p> <ul style="list-style-type: none"> <li>• Integral focus on SEND in all lesson observations</li> </ul>	<p>individual students</p> <ul style="list-style-type: none"> <li>• Monitoring of interventions</li> </ul>	
--	--	---	---	--	--

#### Appendix 4: Roles and Responsibilities for SEND

### Every Leader a Leader of SEND

Roles	Role	Responsibilities
SEND governor	Strategic overview, support and challenge	<p>Meet with SENCo on a half-termly basis.            Provide written records for each visit.            Provide support and challenge to SLT in relation to SEND            Provide regular updates to whole Governing Body in relation to SEND            Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.</p>

Headteacher	Strategic responsibility of SEND, intent, implementation and impact.	Hold senior leaders and SENCo to account for the quality of SEND provision through routine review meetings Ensure the SEND Policy and Information Report are current and reflect provision Ensure effective communication with parents/carers in order to keep them informed about inclusive practice within the school and in regard to the individual SEND provision and progress of their child. Act as a role model for all staff in regard to inclusive behaviour and expectations
SLT and SENCo	Co-ordination of SEND provision and deployment of staff. Monitoring of SEND provision. Data analysis and evaluation of impact. Integral focus on SEND in all lesson observations.	Ensure all staff comply with systems for SEND. Ensure accurate and ongoing identification of need to inform provision Monitor the quality of SEND provision within lessons. Quality assure planning for SEND learners and provide feedback to teachers. Lead pupil progress meetings and support and challenge in relation to pupil progress. Analyse data and use information to inform planning. Lead self-evaluation of provision for SEND.
Phase leaders (where applicable)	Monitoring of pupil progress within year group. Monitoring of high quality inclusive teaching and provision for SEND within year group. Oversight of TA deployment and intervention across year group.	Support teachers to complete Pupil Plans/Pupil passports and Class Provision Map. Quality assure pupil plans and Provision Map as part of phase meetings. Check pupil plans and Provision Map are completed within agreed timescales. Review and oversee graduated approach where appropriate.
Class teachers	Delivery of inclusive teaching. Target setting. Monitoring progress of individual students. Monitoring of interventions.	Oversee delivery of interventions. Make explicit links to interventions to support pupils in applying learning. Identify pupils' strengths and barriers to learning and record within pupil plans/pupil passports Set long term outcomes and SMART targets for pupils. Contribute to annual review process in writing and through attendance at meeting. Contribute to statutory assessment where applicable. Liaise with external agencies, including completing any written documentation. Provide differentiated work which meets the individual needs of learners. Implement provision for pupils with SEND, including resources and equipment. Provide planning for support staff to give them time to prepare for lessons. Facilitate time for support staff to prepare specific resources.

		<p>Complete shared planning in good time for teachers to personalise for their class.</p> <p>Identify pupils for concern and contribute to the assess, plan, do and review cycle.</p>
Support staff	<p>Delivery of interventions.</p> <p>Collation of data against targets/outcomes.</p>	<p>Deliver structured interventions following delivery protocols.</p> <p>Record and track delivery of interventions.</p> <p>Record progress towards intervention targets and communicate with class teacher.</p> <p>Support class teacher in collating documentation in preparation for SENCo.</p> <p>Read and be familiar with planning in order to be prepared for delivery.</p> <p>Scaffold pupils' learning and encourage independence.</p>