

Special Educational Needs and Disabilities (SEND) Strategy 2021

The Midland Academies Trust



April 2021 to April 2023

SEND Strategy 2021

1. Links to The Midland Academies Trust Strategic Plan 2020-2023 Links

We will ensure the progress of all pupils, including those who are disadvantaged and those with Special Educational Needs and Disabilities, through effective high quality first teaching and a Trust wide SEND strategy.

We will build a strong infrastructure to improve support for SEND.

2. Creating Successful Futures for All - Our Vision For Young People With SEND

Our vision for all young people attending a Trust academy is for them to achieve well, be happy and safe. Our core belief is that all pupils have a right to an ambitious and knowledge-rich curriculum – ‘the best that has been thought and said.’ This vision applies equally to pupils with and without special education needs and disabilities (SEND).

We have a responsibility to ensure that all pupils with SEND are provided with the education, experiences and skills to lead full and meaningful lives, without constraint or cap to their ambition.

We seek to be an acknowledged local beacon of excellence in provision for pupils with SEND. We aim to be the provider of choice for parents and families of young people with additional educational needs.

3. Aims and Principles

In order to achieve this vision, we will:

- Continually seek to invest in staff, resources and expertise to improve our offer.
- Be outward looking, working in close partnership with local agencies and other providers.
- Ensure our curriculum is inclusive and accessible, whilst still maintaining high expectations.
- Match the need for strong classroom climate with an understanding and appreciation of how to best support pupils with SEND.
- Seek out and respond to feedback from all key stakeholders (parents, pupils, staff, local community and North Warwickshire and South Leicestershire College).

In doing this we will:

- Embody the mantra that ‘every member of staff is a teacher of special educational needs and disabilities’ in all interactions with pupils with SEND
- Never give up on any young person with SEND and go above and beyond to find a solution for them
- Use ‘warm-strict’ and ‘flexible consistency’ as our watchwords when supporting pupils with additional behavioural challenges

- Be champions for the right of all pupils with SEND to access a full and meaningful curriculum
- Enable SEND pupils to develop the knowledge and skills to support a positive Post 16 destination.

4. National and Local Context

Both Warwickshire and Leicestershire local authorities are operating under significant financial pressure for the provision of SEND services. Warwickshire are forecasting a deficit of £10.6 m in 2020/2021. Leicestershire are planning to reduce SEND costs by £17m between 2020-2024.

This impacts on the number of Educational Health Care Plans (EHCPs) being approved and the associated funding. Given the national rise in pupils with EHCPs or requiring SEND support (see table below) this puts additional financial burden and capacity strain onto schools.

	2015/16	2016/17	2017/18	2018/19	2019/20
EHC plans/Statements of SEN (percent)	2.8	2.8	2.9	3.1	3.3
SEN support (percent)	11.6	11.6	11.7	11.9	12.1

Source: School census, school level annual school census, general hospital school census

There has been a rapid decline in children and young people’s mental health nationally in recent years. In the past three years, the likelihood of children having a mental health problem is estimated to have increased by 50%ⁱ. In 2019, 1 in 6 children aged 5-19 had a probable mental health disorder. Referrals to children’s mental health services rose by 35% in 2019/20ⁱⁱ.

The closure of schools and disruption to education due to the COVID pandemic has further exacerbated this rising trend. In a national survey, 67% of young people responding believed that the pandemic will have a long-term negative effect on their mental healthⁱⁱⁱ. It is clear that schools will need to provide significant additional support for pupils social, emotional and mental health over the coming months and years.

5. Priorities 2021-2023

Assessment

1. Ensure accurate and early identification of pupils’ additional educational needs

Provision

2. Ensure high quality additional provision which meets targeted pupil needs
3. Develop additional Trust provision for pupils with Social, Emotional and Mental Health needs

Curriculum and Delivery

4. Ensure that all pupils with SEND can access and achieve well within the Trust's ambitious and knowledge-rich curriculum.

Staff Development

5. Equip all teachers with the skills and knowledge to effectively teach pupils with SEND.
6. Establish a structured programme of professional learning for SENCOs and the wider SEND team.

Partnerships and Transition

7. Ensure engagement with external agencies in working together to meet the needs of pupils with SEND.
8. Build and maintain strong relationships with primary partners to ensure smooth transition for pupils with SEND.

Compliance

9. Ensure all Trust academies are fully compliant with relevant policies and practice

SEND Strategy 2020-2022 - Midland Academies Trust Strategic Plan

Steps for Completion	Milestone Due Dates	Responsible Owner
ASSESSMENT Executive Owner: Trust Lead SENCO		
1. Ensure accurate and early identification of pupils' additional educational needs.		
A Trust wide internal referral and assessment protocol is in place at each academy. All staff use it to raise concerns regarding pupils who may have additional needs, including SEMH.	In place April 2021	SENCO
All new starters are assessed where appropriate by a suitably qualified member of staff.	Within one week of start date	SENCO / Learning Support Team / Pastoral Teams
Internal assessments, guidance and recommendations are completed and shared with staff within two weeks from the date of referral.	Within two weeks of referral	SENCO / Learning Support Team
External assessment, guidance and recommendations are shared with staff to ensure a high-quality service for pupils with additional needs.	Within three days of receipt	SENCO / Learning Support Team
Pupils Passports are updated to reflect the changes that have been identified through assessment.	One week from assessment date	SENCO / Learning Support Team/Pastoral Teams
Access arrangements are Identified and shared with all staff.	One week from receipt of assessment and shared with relevant staff.	SENCO
A Trust wide external referral and assessment protocol is in place at each academy.	May 2021	SENCO / Learning Support Team

Steps for Completion	Milestone Due Dates	Responsible Owner
PROVISION FOR PUPILS WITH ADDITIONAL NEEDS		Executive Owner: Trust Lead SENCO
2. Ensure high quality additional provision which meets targeted pupil needs.		
Interventions are a tailored programme individualised to pupils needs with a clear time frame of support (Start and end dates).	Review two weeks from start date of intervention. Full review six weeks from start date of intervention.	SENCO / Leadership team
A calendared cycle of observations is in place to monitor and evaluate impact of delivery and progress by the intervention lead.	Calendared dates agreed by end of summer term for new academic year.	SENCO / CPD lead
Meetings with relevant staff to monitor and evaluate impact of targeted support and outcomes are shared with staff.	Two weeks from the start date of targeted support. Recommendations to be shared	SENCO / Progress Coaches / Curriculum leaders
Progress coaches are deployed to support multiple pupils in a lesson through use of in class, rather than removal, support. Progress coach works at direction of teacher.	Ongoing throughout the year.	SENCO
Timetabling of progress coaches is continually reviewed and adapted to reflect current need and support required.	Timetable changes to be arranged one week from data input. Timetable changes to be shared with staff a week from the recommended timetable changes.	SENCO
3. Develop additional Trust provision for pupils with Social, Emotional and Mental Health needs.		
Internal SEMH provision to be in place at TNA and HLA	September 2021	LH / MT Headteachers
Staff training	Calendared and shared with staff summer 2021.	CPD Lead
Curriculum development	Curriculum agreed and shared by Summer 2021.	SENCO/Curriculum Lead
Working group meeting with key staff to produce, amend key strands of PSHCE curriculum to support SEMH needs highlighted by staff.	Meeting at start of each term.	SENCO /S EMH Lead / PSHCE Lead / Pastoral HOY

Steps for Completion	Milestone Due Dates	Responsible Owner
CURRICULUM AND DELIVERY		Executive Owner: Trust Lead SENCO
4. Ensure that all pupils with SEND can access and achieve well within the Trust’s ambitious and knowledge-rich curriculum.		
SENCO and SEND champions work collaboratively with curriculum leads to establish a fully accessible five-year knowledge rich curriculum for pupils with additional needs.	June /July 2021	SENCO/Curriculum leaders
SEND teaching and learning groups to feed into curriculum meetings so that strategies to support pupils with additional needs educational are identified and shared.	September / June of academic year	Curriculum leaders/SENCO
All pupils have access to a wide range of academic and vocational pathways at age 14 and 16.	Curriculum meetings 2021	SENCO/Curriculum AP
A Trust protocol is in place at each academy to monitor and evaluate Alternative Provision placements and reduced curriculum provision for all pupils.	Summer 2021	Alternative Provision lead

Steps for Completion	Milestone Due Dates	Responsible Owner
STAFF DEVELOPMENT Executive Owner: Trust Lead SENCO		
5. Equip all teachers with the skills and knowledge to effectively teach pupils with SEND.		
All academies have a CPD programme of good practice teaching and learning strategies to support pupils with additional needs.	September 2021	CPD lead/SENCO
Guidance and recommendations are shared with staff to ensure that a high-quality service for pupils with additional needs.	One week from recommendations or change of provision agreed.	SENCO
SENCOs carry out regular learning walks and give constructive and clear feedback to staff to improve provision for pupils with additional needs.	Termly learning walks are calendared and arranged.	SENCO/Teaching and learning AP
Audit school SENCOs to identify areas of possible support and professional development needed.	Summer 2021	SENCO/CPD Lead
Professional development opportunities are identified, and possible training courses are suggested and sourced.	Summer 2021	Academy CPD leads
Collaboration meetings for MAT SENCO's to develop their own practice.	Monthly	Trust lead SENCO
A Trust protocol is in place at each academy for staff to request professional development training to support their role.	In place	Director of Education / Trust Business lead

Steps for Completion	Milestone Due Dates	Responsible Owner
PARTNERSHIPS AND TRANSITION		Executive Owner: Trust Lead SENCO
6. Ensure engagement with external agencies in working together to meet the needs of pupils with SEND.		
A Trust wide protocol is in place at each academy on partnership working with external agencies.	May 2021	SENCO
A calendar of support from external agencies is shared and organised to support pupils with additional needs.	Shared with staff two days of agreed arrangement.	SENCO
7. Build and maintain strong relationships with primary partners to ensure smooth transition for pupils with SEND.		
SENCO to meet class teacher and primary SENCO for all SEND pupils (both EHCP and K code).	May 2021 (depending on government guidance)	SENCO
SENCO to build strong relationships with feeder schools through visits, visits and held events onsite and offsite in agreement with Trust lead for transition.	May 2021 (depending on government guidance)	Trust transition lead / SENCO
SENCO's to devise a programme of support for year 6 pupil transition days.	May-September 2021 (depending on government guidance)	SENCO / Progress coaches
A Trust wide information sharing protocol is in place at each academy for year six to year seven transition.	July 2021	SENCO / Pastoral leads

Steps for Completion	Milestone Due Dates	Responsible Owner
COMPLIANCE Executive Owner: Trust Lead SENCO		
8. Ensure all Trust academies are fully compliant with relevant policies and practice.		
All academies to adopt and publish the Trust SEND Strategy, SEND information report and accessibility plans	April 2021	Academies
All statutory policies are updated to reflect any new changes in government guidance and published on all academies websites.	Annually from the date of agreed policy	Trust Lead SENCO
Programme of quality assurance in place led by Trust Lead SENCO.	May 2021	Trust Lead SENCO

ⁱ <https://www.childrenssociety.org.uk/what-we-do/our-work/well-being/mental-health-statistics>

ⁱⁱ <https://www.childrenscommissioner.gov.uk/report/mental-health-services-2020-21/>

ⁱⁱⁱ <https://youngminds.org.uk/about-us/reports/coronavirus-impact-on-young-people-with-mental-health-needs/#covid-19-january-2021-survey>