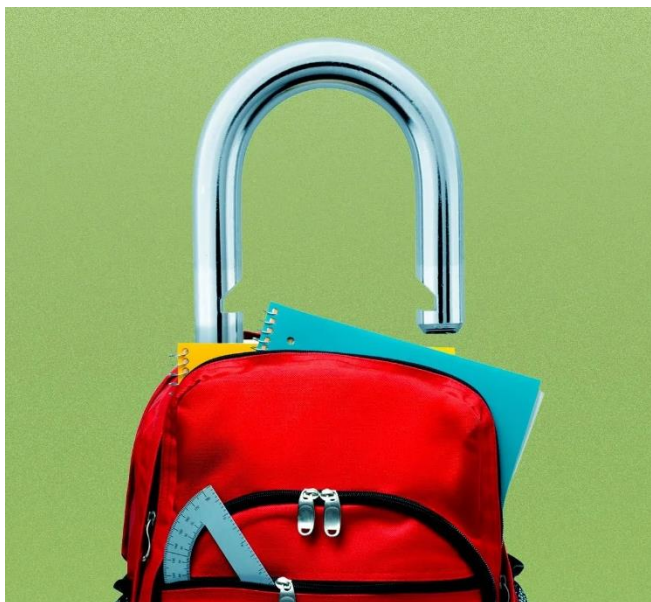




## Trust approach to SEND provision

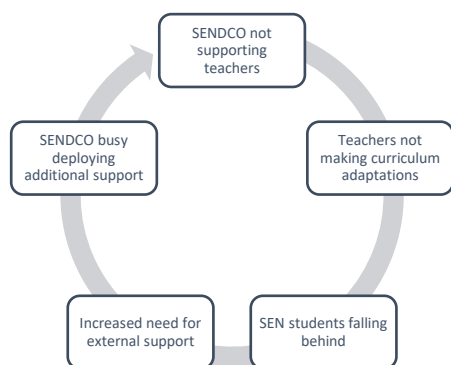


Creating inclusive schools helps us to facilitate our Catholic mission. The belief that all students should benefit from a collaborative, community-based education and that no child should be isolated or excluded drives our educational philosophy. As Catholic educators our belief in the value of every child highlights the importance of creating a sense of belonging in our schools and ensuring each child feels secure, connected and loved. Giving children messages of respect, love, approval, and encouragement enables them to develop a positive sense of who they are and a feeling that they have an important contribution to make wherever they are. Positive messages about their families, backgrounds, cultures, beliefs, and languages help children to develop pride in who they are. These messages also give them confidence to voice their views and opinions, to make choices, and to help shape their own learning. As a Catholic Trust the equality of the

opportunities that we provide to children is central to our mission. We are committed to closing the attainment gaps that exist in our schools and ensuring that all children have equal access to the opportunities that education provides. We are working hard, in respect of our children with Special Educational needs and Disabilities, to ensure that provision for these children enables such access. This requires provision to be considered, responsive to change and bespoke with a solid basis in current research and the expertise of the SENDCO at each school. We will strive to ensure that we exceed legal obligation in this area and that our Catholic mission and understanding of the value of education continue to push our provision to narrow achievement gaps and foster inclusion and belonging for all of our children.

The priorities for our SEND provision in the Trust is for...

1. Early identification of any SEND need in any of our children
2. Provision of bespoke, appropriate and impactful support to ensure children identified with a SEND need are able to achieve their potential.

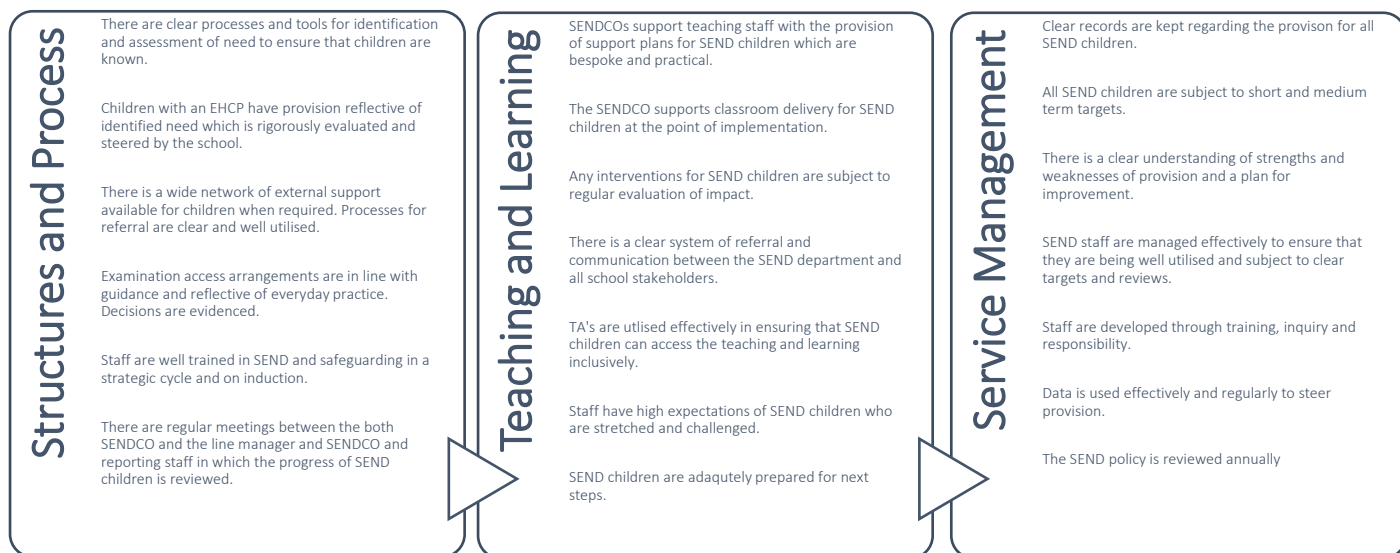


Over the past few years there has been a marked shift in Ofsted expectations and school management of SEND children. The old-fashioned view of the SENDCO as the only 'expert' facilitating interventions separately from the school community is no longer meeting the needs of children.

The cycle of external interventions required for gaps in learning is never ending. All Trust schools should be moving away from this model and towards a system which upskills teachers to meet the need of SEN children in lessons, supported by the SENDCO through the provision of clear, detailed support plans and strategic use of support staff.

In order to achieve these priorities, the Trust has worked to agree a good practice model from research conducted within Trust schools alongside recommendations from the SEN Code of Practice, the SEND Governance Review documentation from the London Leadership Strategy and exceptional SEND practice nationally.

Trust schools should be using this model to evaluate, audit and plan provision



Within this model there are six aspects of good practice that will be the focus of SEND improvement and audit across the Trust.



1. How do we know what the child needs?
2. How do we ensure that every stakeholder knows what the child needs?
3. How do we ensure teachers are meeting those needs in the classroom?
4. How do we facilitate belonging for our children?
5. How are we preparing this child for what comes next?
6. Is attainment and progress evidencing that we are supporting this child appropriately?

In ensuring rigorous provision in these areas, it is recommended that schools use the following as a checklist of good practice...

## Assessment and identification of need

- The referral processes within the school should allow concerns regarding possible need to be raised formally and reviewed with children, teachers, SEND leaders and parents.
- The SEND register should be an accurate reflection of any child who has been identified as having a special educational need.
- Children on the SEND register are subject to a cycle of assessment to ensure information about need is up to date and relevant. This cycle should be at least once every two years.
- Decisions regarding need should be made by the school, supported by external experts where possible. The lack of external support services should not slow down or be a barrier to assessment and/or the provision of support.
- Detailed records are kept relating to all SEND children including all relevant reports from external agencies, communication from Local Authorities, EHCP plans, referrals and any communication in respect of provision.

## Ambitious, triangulated and individual support plans for children with measurable targets



- All children identified on the SEND register as a 'K' classification should be subject of a detailed Support plan which outlines...
  - i) Context and other needs
  - ii) Involvement of other agencies
  - iii) Detail of need
  - iv) Medium and short-term targets which have been mapped.
- Targets should be measurable, subject to timescale and data based to allow an effective cycle of review.
- Best practice would be to ensure these targets are reviewed every six weeks and new targets set.
  - v) Current out of class interventions
  - vi) Strengths
  - vii) Curriculum adaptations at point of implementation

## Adaptations to the curriculum at point of implementation which meet needs

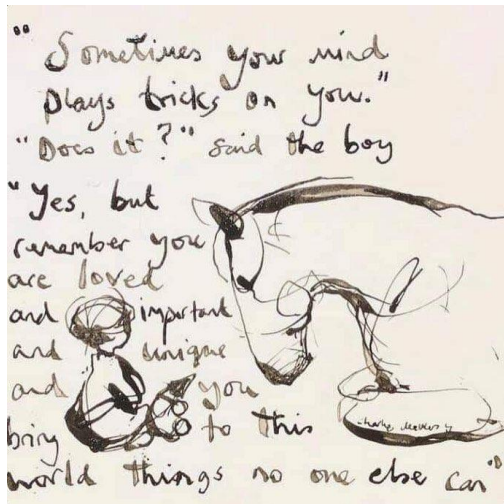
- Inclusion on the SEND register should trigger an assessment of need. This assessment of need should highlight appropriate adaptations to the curriculum which are required for that child to access the teaching and learning in the classroom.
- Should the child not be able to access the same curriculum as peers then appropriate end points should be identified which are aspirational. Shorter term targets should then be identified to enable incremental progress towards those points.
- Adaptations to the curriculum should take a variety of forms including adaptations to the environment, materials, assessments, environmental, teaching and support enabling access to teaching. These should be demonstratable in classrooms.
- The SENDCO should regularly ensure that identified adaptations are evidenced in classrooms and support teachers with 1:1 guidance, provision of resources and wider training should that be required.

## Inclusion of SEND children in classrooms

- Child should be in classrooms and educated alongside their peers. All support plans should be aimed at this end.
- Occasionally it may be required for a child to be removed from the classroom due to behaviour or for 1:1 academic intervention. In these instances the schools must set very clear targets for this intervention and it must be impact measured to ensure removal from class is justifiable. In the case of academic interventions the school should be able to evidence both that there is a need for a learning gap to be filled and that there has been progress as a result of that intervention.
- In all instances of the removal of a child from a classroom consideration must be given to the learning experiences that they are missing and all effort should be made to ensure that all children are receiving a broad and balanced curriculum and that no SEND child is unduly disadvantaged do to the exclusion from the classroom.



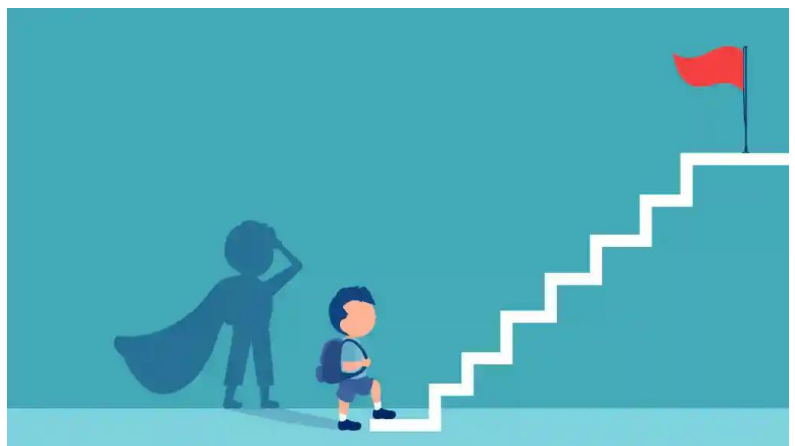
## Preparation for adult life and next steps



- The needs of children on the SEND register will be varied and complex. For some children transition may be a particular challenge. This could be due to changes in the environment, changes in expectation or both. It is the duty of our schools to ensure that all children are supported through this transition. This is a polarised responsibility for children identified as SEND.
- All of our schools should have considered this and should have a plan in place to support SEND children in the transition to year 7, sixth form, university, work or apprenticeships. This plan should be demonstrable and outlined in a progression document.
- Schools transition plans should, where possible, meet needs in relation to organisation, the management of change and social adaptation.
- Schools should be putting support in place for children on the register who require particular support to prepare them for independence or for adult life. This should be part of the provision offered to these children, particularly from year 10 onwards.

## Evaluation of provision using data

- As budgets tighten and external support weakens it is even more important to be sure that our allocation of resources and support plans for children are impactful. All schools are expected to regularly review provision for SEND children in light of progress and achievement. This review should trigger changes in provision when necessary.
- Schools should ensure robust review of SEND provision during assessment and reporting periods and summatively following SATS, GCSE's and A level examinations.
- The targets on every support plan should be incremental and should be subject to review on a regular cycle. Best practice would see the support plans reviewed every half-term. In order to ensure that the provision for our SEND children is robust this should be at least termly.
- Termly targets outlined on the support plans should be triangulated with areas of identified need and a measurable annual target to ensure that incremental steps are towards an aspirational annual end point.
- Headteachers and line managers should have regular meetings with SENDCO's to quality assure processes as outlined in this document including...
  - i) Robust referral and assessment processes to accurately identify need
  - ii) Clear, detailed support plans with progressive targets
  - iii) The utility of impact of adaptations to the curriculum
  - iv) The utility and impact of out of class interventions
  - v) The meeting of transition needs and the planning for next steps
  - vi) Regular review of impact, progress and achievement

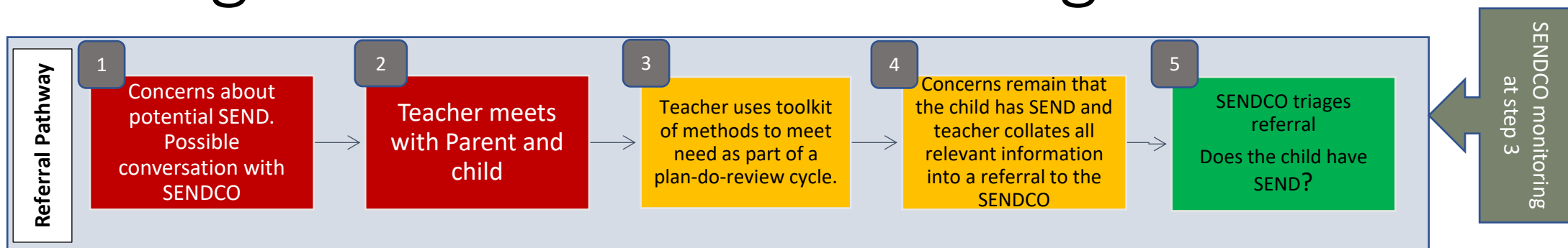


## SEND Registration

SEND registers in our schools are databases of need which centralise support for all children with SEND and support the fulfilment of our obligations under the Code of Practice. Whilst there are a variety of interpretations of the Code of Practice, the approach of OLICAT schools is to ensure all children with learning needs are provided with the support that they need to thrive, whether academically, emotionally or socially.



# Adding children to the SEND register



## Cognition and learning:

A child is added to the register if:

1. They have difficulties in aspects of numeracy/literacy or motor coordination; and
2. Have a diagnosis of or significant attributes of a special educational learning need over time; and
3. They lack capacity to respond swiftly to intervention; and
4. Adaptations are required at point of implementation; and
5. They are likely to be achieving below age-related expectations.

**All 5 of these descriptors need to be met for addition to the register.**

## Communication and Interaction:

A child is added to the register if:

1. They have diagnosis of or significant attributes of a communication and interaction need (identified internally or through external agencies) including potential ASD.

## Sensory and/or physical needs:

A child is added to the register if:

**Their need limits access to the curriculum or the environment for one, or more, of the following reasons...**

1. They have a diagnosis of or significant traits of an auditory or visual need; or
2. Significant medical needs; or
3. Significant problems with motor skills.

## SEMH:

**A child is added to the register if:**

1. **They have diagnosis of or significant attributes of a social, emotional or mental health need;** including possible patterns of behavioural difficulties, isolation, immature social skills, overactive tendencies and/or a lack of ability to concentrate, difficulties with social interaction and relationships and/or abusive to people or the environment; and/or
2. **They show signs of stress and anxiety and difficulty managing emotion;** including fluctuating moods indicative of depression, tendencies to flee, display difficulties in self-regulation, over sexualised behaviour or at risk of exploitation due to emotional vulnerability.
3. **They display behaviour patterns which significantly impact on their ability to access learning;** and behaviour is not improving as a result of repeated escalation to behaviour leads and/or behaviour does not improve following a behaviour support plan.

**Either one, or more, descriptors must be met for a child to be added to the register.**

## Coding of SEND children

As OLICAT SEND registers are located on Bromcom, this is tied in with our Census returns. This means that coding on the system needs to abide by nationally recognised funding codes. Nationally SEND children are categorised as either E (EHCP plan), K (SEND Support) or N (No SEND).

Schools can categorise children as 'M' internally. This will allow our schools to keep a register of children who are in the 'plan/do/review' cycle prior to a decision being made regarding SEND registration (from step 3 in the referral process). This will be helpful to schools as the SENDCO should be supporting teaching staff through this process.

All children added to the register should be either registered as a 'K' or an 'E'. **There should not be any circumstance in which the SENDCO is monitoring children who are not on the register, other than when they are within the referral process.** At the point of triage (step 5), children will either be added to the register and supported by the SENDCO or will not be added, in which case the SENDCO will not be supporting provision.

Teachers can re-refer concerns to the SENDCO should they feel that new evidence, either internally or externally found, is indicative of a SEND need.



## Removal from the register

There may be situations in which children need to be removed from the SEND register when they remain on roll in our schools. These situations are limited to the causes below...

- i) Their need was short-term and has been met to enable equal access to teaching and learning or the school environment; or
- ii) Evidence comes to light which demonstrates that the child does not have a SEND need and has been previously misdiagnosed; or
- iii) There is robust evidence to show that the child does not require any support from the SENDCO in order to thrive academically, socially and emotionally.

Children removed from the SEND register are likely to have communication and interaction, sensory and physical or social and emotional needs. This is because these needs can be shorter term and effectively offset with support and/or provision. It would be extremely unlikely that a child with a cognition and learning need would be removed from the register as these needs are not transitory and likely to act as a significant barrier to the child throughout their education.

**Children should only be removed from the register if there is sufficient evidence that they are thriving academically, socially or emotionally and no longer need any support from the SENDCO.** We ask Trust schools to keep clear records of any child removed from the register along with the evidence they have gathered regarding a decision to remove support. Schools should use the issued proforma to record these removals (below). These forms should be attached to a child's record on Bromcom as a 'student support document' and flagged as 'special education need' to enable these to be centrally available.



# Removal of a child from the SEND register

Childs Name			
Date of removal from the register			
Broad area of need			
Cognition and learning <input type="checkbox"/>	Communication and interaction <input type="checkbox"/>	Sensory and Physical <input type="checkbox"/>	Social, emotional and mental health <input type="checkbox"/>
<p>Evidence required would include at least...</p> <ul style="list-style-type: none"> <li>GL assessment data which shows sustained achievement in line with potential and/or age-related expectations (whichever is higher).</li> <li>CAT test outcomes to evidence potential</li> <li>Evidence gathered from teachers and from work produced</li> <li>Child/parent voice.</li> </ul>	<p><i>Children will be classified as having communication and interaction needs if they have a diagnosis or significant attributes of ASD/Asperger's. In this case it is extremely unlikely that they will be removed from the register as it is a life-long condition.</i></p> <p>Evidence required may include...</p> <ul style="list-style-type: none"> <li>Speech and language assessments</li> <li>PASS outcomes</li> <li>Boxall profile outcomes</li> <li>Ed psych reports</li> <li>Child/parent voice</li> </ul>	<p>Evidence required may include...</p> <ul style="list-style-type: none"> <li>Provision of adequate resources to offset need (such as prescription glasses, hearing aids etc)</li> <li>Changes in the environment to offset need.</li> <li>Observations of the child</li> <li>PASS</li> <li>Boxall profile outcomes</li> <li>Child/parent voice</li> </ul>	<p>Evidence required would include at least...</p> <ul style="list-style-type: none"> <li>Observations of the child</li> <li>PASS outcomes</li> <li>Boxall outcomes</li> <li>Behaviour records (tier 2)</li> <li>Ed Psych reports</li> <li>Child/parent voice</li> <li>Counsellor/therapeutic reports</li> <li>Information from the GP</li> <li>CAMHS information</li> </ul>
Highlight evidence provided (above)			
Summary of rationale for the removal from the SEND register			

