

Title: Tiers of provision for pupils with SEND		St John the Baptist Catholic MAT		
1. Problem (Why)	3. Active Ingredients (What)	4. Implementation activities (How)	5. Process Evaluation (How well)	2. Goal/Outcomes (And so what?)
<ul style="list-style-type: none"> Potential lack of collective belief that our schools are currently able to provide an appropriate education for pupils with complex needs. LAs restructuring their provision, causing inconsistencies / delays in processing EHCP applications and funding requests Several schools struggling to secure external expertise e.g. SALTs Lack of funding and/or recruitment difficulties impacting on schools' capacity to implement the desired staffing levels <p>Teachers and TAs:</p> <ul style="list-style-type: none"> Are still developing their Adaptive teaching strategies Some may leave scaffolding / additional support in place too long Some lack of knowledge on how to adapt teaching beyond SEND 5-a-day where needing to cater for more specific needs Inconsistent time / quality of support from local SENCO Ownership of relationship with TAs in their classrooms variable / challenging due to lack of time or training <p>Learners:</p> <ul style="list-style-type: none"> Pupils with SEND not making as much progress as others Some needs are not being identified early enough Some pupils overly reliant on additional support, for too long Small minority struggle to self-regulate leading to disrupted lessons, harm to others and loss of own learning time Growth in numbers of pre-verbal pupils needing early S&L specialist support Variability in terms of how much time pupils with SEND spend with teachers vs other adults Attendance of some pupils with SEND below that of others 	<p>1. All staff in the Trust prioritise creating inclusive environment for all pupils, without exception</p> <ul style="list-style-type: none"> Staff promote the Trust's mission, vision and values and articulate the link to provision for pupils with SEND High expectations of pupils with SEND, challenging one another on limiting beliefs All staff in a school prioritise assessing and adapting provision for pupils with SEND, e.g. in light of dysregulated behaviour All aspects of school life (lunchtimes, clubs, wider curriculum etc) are adapted to include all pupils an pupils in a given school collaborate effectively to build an ongoing holistic understanding of pupils with SEND Schools start their relationship with pupils and parents assuming 'we can include you', in all areas of school life Schools use parent and pupil voice to inform how provision adapts over time Each learners' provision is regularly monitored and evaluated to inform next steps (Graduated Approach - Assess, Plan, Do, Review Cycle) (Responsibility of teachers & monitored by SENDCOs) <p>2. All staff in a given school continue to ensure that pupils with SEND have access to high-quality classroom teaching</p> <ul style="list-style-type: none"> Heads, subject leaders and SENDCOs monitor use of Adaptive Teaching strategies and provide follow-up support for teachers Teachers and TAs select and apply appropriate classroom strategies to cater for complex needs Teachers ensure that pupils benefit from their expertise directly, not just via a TA <p>3. School and Trust leaders collaborate effectively to carefully select targeted and specialist support for pupils with SEND who require it</p> <ul style="list-style-type: none"> Schools implement evidence-informed, time-limited interventions and evaluate the resulting ability of pupils to access learning in whole-class groups Schools seek specialist support early, to maximise complex needs pupils remaining in school and included in lessons-learning opportunities 	<p>Develop and distribute resources</p> <ol style="list-style-type: none"> Use of evidence base (EEF, other) between Exec team and school HTs & SENDCOs to develop Trust Inclusion Fundamental principles, including what 'our offer is' and related evaluation, training and other support Fundamentals to be shared with wider audience beyond HTs, e.g. next step SENDCOs Trust Handbook/info for parents longer term action Work with external provider to develop toolkit for school SEND reviews provisional discussions have begun Utilise Teacher Handbook: SEND NASEN, May 2022, and WSS CPD offer CL and TC developing resources for teachers based on these for teachers – to share with Exec Team and then other schools <p>Mandate Change</p> <ul style="list-style-type: none"> All schools to use Provision mapping consistently use of Provision Map to be included in Trust SEND Review process All schools to follow common principles (and later on a platform such e.g. CPOMs) for recording and evaluating behaviour incidents, adapting provision for pupils as required All leaders (Exec and school) to model Trust Inclusion principles PD Goals for all staff to include their contribution to realising this plan (Exec to TAs) completed Links to People Strategy and how we attract and recruit high calibre staff – e.g. include staffing to support SEND in Workforce Plan Trust and schools' strategic plans/implementation plans demonstrate careful consideration/awareness of SEND evidence of plans to improve provision for SEND in schools' IPs, including ATP <p>Model change (see also Training)</p> <ul style="list-style-type: none"> Heads in Implementation team act as 'LA-school liaison support' for other Heads need to raise awareness with HTs External training provider models SEND review of a school to Exec team <p>Develop partnerships</p> <ul style="list-style-type: none"> Commission external expertise (SENDAT) to (a) Chair SENDCO PLN (b) Develop school-level audit tools (c) Co-develop training with Exec team (d) Provide adhoc support for HT / SENDCOs. (a) complete (b) underway (c) success criteria for CPD devised. Trust Exec to meet with SENDDAT to co-construct CPD Exec team to establish and maintain regular liaison with Norfolk, Suffolk and Peterborough LA Team = Interim CEO, acting DCEO, Primary T&L Lead, 2 Headteachers (TC & HA), 2 SENDCOs (CL & NW) some links being developed in Peterborough, need to extend to NCC and SCC Members of Implementation Team to engage with each LA's relevant networking opportunities e.g. School forums, funding Working parties Exec team to work with other Trusts to keep challenges high on agenda for LAs e.g. via CEON and PCEOs Primary T&L Lead to coordinate and attend SENDCO PLN in 2023-24, feeding back to Exec team <p>Form Implementation Team</p> <ul style="list-style-type: none"> Team = Interim CEO, acting Dep CEO, 2 Headteachers (TC & HA), 2 SENDCOs (CL & NW) Primary T&L Lead to coordinate and attend SENDCO PLN in 2023 024, feeding back to Exec Team <p>Revise roles</p> <ul style="list-style-type: none"> (Remind) All schools to use Exec team to act as point of escalation for schools where School <> LA relationship unsatisfactory As part of Trust Growth and any change to Exec, consider required expertise on SEND to be included in updated growth plans -Trust Inclusion Lead; specialist support within the Trust/Hubs e.g. SALTs <p>Training and modelling</p> <ul style="list-style-type: none"> Exec team to trained on Provision Map Date TBC Coordination by Trust to identify existing good practice in our schools on Inclusivity: focus for SENCOs PLNs and Triads (audit tool needed)? Central SharePoint set up to share resources -- shared through Trust Dec 23 Newsletter with HTs External training for Exec team, Headteachers and SENDCOs on Trust Inclusion principles; vision & values; legal aspects; LA responsibilities on provision; review; funding; available external expertise see above Training for Heads & SENDCOs on effective & efficient TA deployment (from Research School) Ideally this would take place in summer 23 so that schools could build on 2023-24 ATP with focus on TAs in 2024-25 – to be discussed with HTs External training for teachers and TAs on complex needs provision (targeted) and a range of SEND, e.g. neurodiversity This needs to happen at school level – encourage schools to use WSS universal offer? SENDCO PLN (with external chair) to focus on: <ul style="list-style-type: none"> Pupil and Parent voice and links to Provision mapping and EHCP reviews Review schools' behaviour policy in light of Trust Inclusion Principles Use of Provision mapping Exploring trauma-informed practice (STM experienced) as potential agreed approach across the Trust 	<p>F = Fidelity / A = Acceptability / R = Reach</p> <p>Short term:</p> <p>A: All schools agree to Trust Inclusion principles</p> <p>A: Teachers and TAs recognise the need for change vis-à-vis shared classroom practice / interactions</p> <p>F: Regular pupil and parent voice in each school linked to SEND provision</p> <p>F: Readily available and practically useful advice / guidance for teachers from SENDCOs</p> <p>F: Teachers' planning includes adaptations for complex needs</p> <p>R: Provision mapping in each school is set-up</p> <p>Medium term:</p> <p>F: Teachers' visibly delivering lessons which cater for complex needs i.e. in addition to SEND 5-a-day</p> <p>F: Pupil voice in each school shows that pupils with SEND feel they belong and have a voice</p> <p>F: Trust inclusion principles reflected in the actions of most leaders, teachers and TAs</p> <p>F: Parent voice shows that they feel that they genuinely contribute to their child's educational provision</p> <p>A: Trust and School leaders have the confidence and expertise to maximise provision for pupils with SEND within the constraints of national and regional system(s)</p> <p>A: Teacher have the confidence and expertise to adapt their teaching in manageable ways (e.g. workload friendly)</p> <p>A: SENDCOs report that provision map is (a) saving them time (b) being engaged with by others e.g. teachers</p> <p>R: Provision mapping in each school effectively used by school and by Trust for monitoring</p> <p>Long term:</p> <p>F: Pupils with SEND have a demonstrable impact on the life of each school e.g. via student bodies, opportunities for pupil leadership</p> <p>F: Trust inclusion principles reflected in the actions of all members of our Trust community</p> <p>R: Provision mapping in each school is informing sharing of best practice and training needs</p>	<p>Short term: By Jan 2024</p> <ul style="list-style-type: none"> All staff can articulate what we mean by the Trust being inclusive (including for pupils with SEND) All pupils receive SEND friendly lessons (general Adaptive Teaching) The process of identifying needs and accessing support is early, dignified and affirmative, focusing on a child or young person's achievements, talents, and strengths <p>Medium term: By July 2024</p> <ul style="list-style-type: none"> Staff believe that we are able to offer a truly inclusive education for vast majority of pupils with SEND All pupils can articulate what we mean by being inclusive, and the benefits of an inclusive school for them, regardless of their own characteristics Complex needs pupils receive effectively tailored support from their classroom teachers and TAs Pupils with SEND supported to develop self-regulation through the actions of all staff and use of other resources / structures Pupils with SEND attend school at the same rate as others (PA and generally) Reduction in Suspensions for pupils with SEND <p>Ultimate goal: By July 2025</p> <ul style="list-style-type: none"> Trust is recognised as a leading Trust in the region for Inclusive practice (e.g. by LAs) Pupils with SEND flourish through taking full part in lessons and wider school life Pupils with SEND excellent in all aspects of their development (i.e. Academically, Socially, Spiritually) Pupils with SEND are prepared for their next steps in life (education, work)

<ul style="list-style-type: none"> Perceived increase in % of FTE and PEX across Trust - pupils with SEND <p>Leaders:</p> <ul style="list-style-type: none"> Lack of shared understanding of what 'inclusion' means in our Trust SENDCOs: Variable knowledge of and confidence doing their role. SENDCOs: Variable impact on classroom teaching e.g. following through on Adaptive Teaching. Heads and SENDCOs put under high emotional strain by needs of small volume of pupils with SEND, dominating over their other responsibilities Heads have variable knowledge and understanding of legal aspects of SEND provision + LA mechanisms (e.g. funding pots) Schools may need to change their TA deployment approach in response to funding challenges, and in some cases in light of evidence Difficult to recruit staff with appropriate skills and expertise Lack of clear strategic Lead on SEND from Trust executive team (capacity, lack of definition of who does what) Can be time consuming and difficult to access LA SEND top-up funding 	<p>4. Leaders effectively deploy TAs and ensure that they supplement rather than replace teachers</p> <ul style="list-style-type: none"> Teachers work directly with pupils with SEND, at least as much as with other pupils TAs work with pupils in a way which develops independence not reliance Teachers enable TAs to be effective by sharing plans / resources outside of lessons 	<ul style="list-style-type: none"> Develop Overarching Trust Inclusion Vision Develop Trust SEND Information Report template Maximising high needs funding through strong applications to LA <ul style="list-style-type: none"> Develop Exec team awareness of changes to come, as outlined in 'Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan' DfE, March 23, to deliver a single national SEND and alternative provision system (Green and White Papers) <p>Follow-on Coaching or Mentoring</p> <ul style="list-style-type: none"> SENDCOs provide teachers with ongoing support and guidance, including observing classroom practice through QA and active involvement in each school's CPD SENDCOs to be invited to Spring 1 with a view to focusing on SEND and having a SEND QA focus – e.g. SEND learning walk <p>Remind staff</p> <ul style="list-style-type: none"> Review of this plan built into face-to-face HOCs in 2023-24 Exec Team to schedule focus for HOCs for remainder of school year 15/12/23 At school-level: Periodic sharing of AIs with staff e.g. in group meetings and appraisal meetings not shared with SENDCOs yet <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Exec team: Expand monitoring visits to offer SEND review alongside Subject reviews Each school: Monitoring and evaluation of ATP written into own Implementation plans is included Exec team: Use Provision map to review and evaluate provision across our schools, including sharing effective practice. A focus during SIVs Each school: Monitor ratio of time spent by Teachers and TAs, with pupils with SEND Exec team: Report to Directors via Strategic plan review and KPI RAG ratings 		
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