

SEND Strategy 2022-2027

Vision and Mission Statement

The Diocese of Worcester Multi Academy Trust is committed to providing an inclusive and supportive educational environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), can thrive. This strategy outlines our approach to delivering high-quality, individualized support across all our academies, ensuring that every child achieves their full potential.

Strategic Objectives

- 1. Inclusive Education for All:**
Promote a culture of inclusion, where the needs of SEND pupils are met within the classroom whenever possible.
- 2. High-Quality Provision:**
Ensure all academies provide outstanding SEND support, grounded in evidence-based practices and continuous professional development.
- 3. Pupil-Centered Approach:**
Develop tailored support plans that focus on the strengths, interests, and needs of each SEND pupil.
- 4. Empowering Stakeholders:**
Engage and collaborate with parents, carers, and external agencies to create a strong support network.
- 5. Compliance and Best Practice:**
Meet statutory requirements under the SEND Code of Practice and aim for best practice in all SEND provision.

Pillars of the Strategy

1. Leadership and Governance

- **Trust Level:**
 - SEND Strategic Lead to oversee and align SEND provision across all academies.
 - SEND network for sharing best practices and monitoring progress.
 - Trust SENDCo to support SEND and behaviour across the Trust.
 - School improvement visit to ensure school development plan is appropriate for priorities.
 - Half termly school improvement visits focus on SEND in all aspects of monitoring.
 - Termly outcome analysis to ensure inclusion of SEND and report to Trustees.

- **School Level:**
 - A qualified and empowered SENDCo (Special Educational Needs and Disabilities Coordinator) in every school.
 - SEND on the agenda of all governance meetings to ensure regular oversight. Target setting for all children on the SEND register.
 - Termly data analysis of all groups of children.
 - Subject leads monitoring includes children on the SEND register in all aspects.
 - Adaptions in placed for all subjects of the curriculum.
 - Regular pupil voice includes children on the SEND register.
 - Interventions mapped and ensure cater for all EHCP needs.
 - Conduct termly reviews of SEND registers to ensure accuracy and effective provision.
 - Conduct termly pupil progress meetings to target children on the SEND register and plan interventions.
 - SENDCo is involved in subject leadership monitoring.
 - Annual EHCP reviews carried out in a timely manner.
 - Transition planned well for next stage.
 - PHSE lessons cater for all on SEND register to ensure safety.
 - AP/nurture rooms considered to ensure meeting needs of EHCP.
 - Pastoral lead in the school regular feeds back to SENDCo.
 - Attendance Champion in the school regular reviews attendance of pupils on the SEND register.
 - Personal development mapped and analysis of enrichment activities to insure all groups equally included.
 - Annual SEND report to Local Academy Board and on website.

2. Training and Professional Development

- Regular training for staff on the SEND Code of Practice, differentiation/adaption, and specific learning needs (e.g., autism, dyslexia, ADHD).
- Facilitate peer learning and mentoring between academies to share successful strategies and innovations.
- Develop expertise through specialist outside agency support, such as Educational Psychologists and Speech and Language Therapists.
- Termly SENDCo network training and information.
- Regular teaching assistant and teacher communication about SEND.
- Termly teaching assistant training delivered by SEND services.
- Targeted training for staff supporting children with particular needs.

3. Early Identification and Assessment

- Standardize processes for identifying SEND needs across all academies, including screening tools and referral pathways.
- EYFS Wellcomm screening undertaken in all academies.
- Foster strong transitions between key stages, particularly from primary to secondary education.
- School improvement visits focus on SEND and EYFS support to ensure appropriate support and assessment.

4. Curriculum and Teaching Practices

- Teaching and learning partners work alongside subject teachers.
- Pre school and EYFS network discuss curriculum design.
- Teachers equipped with resources and strategies to differentiate/adapt effectively.
- Subject Hubs discuss adaptation, curriculum and monitoring.
- School reviews take place to ensure curriculum suitable to support all children.

5. Partnerships and Collaboration

- Strong relationships with parents/carers through regular communication and involvement in Individual Education Plans (IEPs).
- Partner with local authorities, health services, and voluntary organizations to access additional expertise and resources.
- Partner with Chadsgrove and Educational Psychologists to ensure appropriate assessment in place.

6. Data, Monitoring, and Evaluation

- A centralised system for tracking progress and outcomes of SEND pupils across the Trust.
- Regularly analysis of SEND data to identify trends, gaps, and areas for improvement.
- Half termly school improvement visits with next steps.
- Termly school improvement visits to analyse SEND data.
- Annual reviews of provision at each academy, with feedback to inform strategy.

Implementation Plan

Phase 1: 2022-2023

- Appoint a MAT SEND Strategic Lead.
- Audit current SEND provision across all academies.
- SENDCo network created.
- Regular 1:1 catch up with SEND lead and SENDCos.
- Regular communication with SENDCos from Trust SEND lead.
- Collaboration between SENDCos.
- Early years hub set up

Phase 2: 2023-2024

- Roll out training programs for all staff.
- Roll out training programme for teaching assistants.
- Termly data input from teachers/SENDCo 1:1 for each child on SEND register.
- Termly data analysis Trust wide.
- Standardised behaviour forms across the Trust.
- Standardised AP risk assessment across the Trust.
- Trust SENDCo recruited.

- Trust SENDCo working in targeted academies.
- Annual school reviews.
- Moderation Trust wide.
- Phonics intervention across Key Stage 2.
- Teaching and Learning Partners supporting Trust wide.
- SEND reviews in academies that request from Chadsgrove and Trust.
- Subject leads monitoring includes children on the SEND register.
- SENDCos monitor adaptations and work with subject leaders.
- School AP piloted across the Trust.
- Trust teaching assistant training begun on Emotion Coaching.
- TIS Hub begins.
- SENDCo network

Phase 3: 2024-2025

- Individual data target setting for all children across the Trust and progress measured
- School improvement visits focus on SEND.
- Annual school review focus on SEND.
- Trust SEND information report aligned
- Trust SENDCo supports SENDCo and leaders with SEND and behaviour across the Trust.
- Standardized identification and referral processes.
- Standardized paperwork begins across the Trust – annual report.
- Shared online resources in academies.
- Small AP provision set up in academies that support EHCP outcomes where needed.
- Pupil progress rigour increased – progress analysed by SENDCos.
- Principles of SEND provision written across the Trust.
- Two school improvement advisors in priority academies.
- Benchmark outcomes of SEND pupils across the Trust against national data.
- SEND progress measured across the Trust from benchmark in line with target setting.
- Trust School improvement report includes data regarding all groups reported to Trustees.
- SENDCo and Hub training on foundational skills and importance of early identification.
- Trust SENDCo is SEND lead in four academies.
- Teaching assistant training on neurodiversity training.
- Regular teaching assistant meetings in all schools.
- Attendance analysed Trust wide for all groups including SEND.
- Attendance lead in place.
- National College introduced and supporting SEND training
- SEND leadership programme introduced to SENDCos and Headteachers – begins June 2025.
- Disadvantaged project x 6 school taking part in LA project
- Trust SENDCo to be part of LA Inclusion project – to streamline EHCP process
- LA Belonging project to be joined
- Early years Hub includes pre-school – early identification training and working with the LA to get right support early
- Partnership work with the LA and others including alternative provisions, Worcester University
- EHCP Section F to be highlighted and added to interventions

Phase 4: 2025-2026

- Trust INSET 3rd September 2025 – SEND focus – all staff trained in PACE/Attachment/Trauma
- SEND Leadership programme rollout -
- Trust strategy for belonging to support attendance
- Teaching and learning blasts captured on video to create Trust bank
- Teaching good or better in all academies – support in place where this is not the case.
- Interventions aligned across the Trust.
- Teaching assistant focused CPD on teaching and learning for SEND pupils in whole class
- Teaching assistants across the Trust leading on intervention
- Teaching assistant focussed CPD on intervention – Sensory Circuits , Fine Motor Jimbo Fun/Smart Moves, Precision teaching, Toe by Toe, Reading 1:1, International Dyslexia Learning, Nesse

Phase 5: 2026-2027

- Outcomes improved above National across the Trust.
- International Dyslexia Learning intervention used Trust wide.
- Trust sets up AP provision – hub models.
- Curriculum written for Trust to ensure new academies have immediate support and suggested adaptations in all subjects.
- Peer SEND reviews

Key Performance Indicators (KPIs)

- 1. Outcomes:**
 - Improved academic attainment and progress scores for SEND pupils.
 - Increased percentage of SEND pupils achieving personal development targets.
 - 2. Engagement:**
 - Positive feedback from parents/carers via annual surveys.
 - Increased staff confidence in supporting SEND pupils, as measured by training evaluations.
 - 3. Inclusion:**
 - Reduction in exclusions and behavioural incidents involving SEND pupils.
 - Higher attendance rates for SEND pupils.
 - 4. Efficiency:**
 - Streamlined processes for referrals and assessments.
 - Effective use of shared resources across the Trust.
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Governance and Accountability

- **Trust Board:** Regular updates on SEND strategy progress and outcomes.
- **Local Academy Boards:** Oversight of local implementation and accountability for academy-specific results.

By embedding this SEND strategy, our Trust aims to foster a thriving, inclusive community where every child, regardless of need, has access to high-quality education and opportunities for success.