

T.E.A.M. Education Trust



Special Needs & Disability Offer

T.E.A.M. Education Trust welcomes all children and young people from their local area to attend their academies. The Trust strives to meet the needs of all its children and young people, taking into account their varied backgrounds, learning styles and abilities. The Trust also wants to ensure children and young people feel a sense of belonging and are equally valued, allowing them to fully participate and contribute in all aspects of Academy life.

Inclusion at its simplest is about being 'included'. The Trust will ensure equal access and opportunities to all and will endeavour to remove any barriers to ensure everyone is successful and able to reach their potential.

Current for September 2020

The Trust SENDCO will meet with the SENDCOs in each school

The calendar for 20/21 is as follows:

20th October 2020 at 11am (WTPS)

5th January 2021 at 11.15am (MVPS)

11th May 2021 at 9.30am (SWS&N)

Additional meetings can be arranged in between and also there will be opportunities for discussions as part of the SENDCO networks.

SENDCO network for 20/21 are as follow:

8th September 2020

24th November 2020

2nd March 2021

8th June 2021

The idea is the SENDCOs will have sole responsibility to provide Inclusion support and guidance with the Trust SENDCO, supporting the Head teachers meeting their statutory priorities.

The role of the Trust SENDCO is to:

- Provide enhanced professional support and strategic direction around Inclusive approaches (this includes SEND and Behaviour management) for the Trust and its Academies.
- Provide a means to monitor performance in relation to Inclusion, especially meeting the needs of both individual and cohorts, through high quality provision and effective resource allocation across the Trust; also to report to the Trust Board in their Executive capacity on the quality of provision and outcomes for vulnerable groups.
- Work in partnership with Academies, voluntary organisations, external agencies and Local Authorities.

The role of the Trust Champion is to coordinate visits to ensure SENDCOs feel supported and are moving on SEND developments, your Trust Champion is Laura Brooks from Model Village Primary School, she can be contacted on:

Laura.Brooks@modelvillage.derbyshire.sch.uk

Support for Effective Leadership and Management:

This support is for Senior Leaders and SENDCOs

- Advice regarding the TEAM and National SEND Policy and practice, as well as policies relating to Behaviour, Anti-bullying, Pupil Premium and Equality.
- Advice on establishing nurture provisions and better behaviour management systems in order to meet children and young people's needs.
- Advice and reviews of Pupil Premium provision and associated reports.
- Advice and reviews of SEND reports, inline with the recent changes to legislation.
- Preparation for OFSTED - all areas of Inclusion.
- Staff development through the Learning Alliance and bespoke Academy training as identified e.g. SEND and behaviour.
- SENDCO specific meetings - 'team around the Academy', EHCP advice and network opportunities.
- Financial - Academy mapping, support with individual funding and requests for funding from the Local Authority.
- Individual case work - 'stuck' cases and problematic agency liaison support.
- Work with the Local Authority around new admissions.
- Transition planning.
- Parent liaison.
- Student assessment/testing - AMBDA trained specialists are available.
- Examination access and dispensation arrangements.

Support for the quality of teaching, learning and assessment:

- Observations (class/group/individual student)
- Observations with SLT/SENDCOs (teacher/LSAs)
- Demonstrating class teachers are meeting children and young people's needs—e.g. the inclusive planning grid
- Provision mapping
- Provision and Intervention sourcing
- NQT/new staff training—support around Inclusive practices
- Advice around literacy and numeracy interventions
- Learning programmes or a curriculum that meets statutory requirements as well as needs and interests of children and young people with SEND.
- Recording systems (monitoring and tracking cohorts of vulnerable children and young people)
- Support with data analysis of vulnerable groups versus whole school cohorts
- Advice on student specific profiling
- Advice on student assessment

Support for personal development, behaviour and attitudes:

- Creating and developing of a 'Pupil at risk register' and or Inclusion list (includes SEND) and relevant provision maps
- Review and development of behaviour management systems
- Data analysis around exclusions and attendance
- Student observations
- Developing and resourcing interventions
- Advice promoting equality and diversity, as well as on anti-bullying/race-hate/sensitive handling/protective searching—documentation and preparation for Ofsted case studies
- Advising alternative timetables within the Academy site
- Advising on internal and fixed term exclusions
- Attending permanent exclusion hearings
- Advice on bespoke SMSC for SEN
- Advice on restorative justice
- Review of destinations of young people, specially SEND.

This is not an exhaustive list of support/advice.

Please feel free to call to discuss your requirements with Sarah Baker, Trust SEDNCO.

The Inclusion Team would like to offer supportive reviews around 'Inclusion' and 'Personal development, behaviour and welfare'. These will take the following format and work collaboratively with Academy staff to celebrate strengths and identify areas for development. The development areas can then form work streams where the Inclusion Team can work alongside Academy staff to move practice forward.

Please build your review schedule to enable it to be bespoke to your Academy. Ideas to build the schedule are in the tables that follow.

	Inclusion (specific focus on SEND/LAC/PP)
Range of activities, for example	Lesson and intervention observations. Departmental learning walk with SENDCO/Key lead responsible Interviews and discussions with key staff, children and young people and parent interviews / Parent engagement feedback / questionnaires. Work scrutiny.
Documentation:	Case studies, examples of best practice. Achievement and progress data. Intervention data. CPD opportunities used. Policies and staff 'support' guidance e.g. SEND List new staff induction training etc. Access Plan. Academy/Team action plan. Inclusion Structure or Special Needs Team document. Inclusion Staffing Responsibilities and support timetables. SEN/D Sibling process / procedures. Financial Provision mapping/WASP. Destination data – (three year comparison). Transition information / procedures linked to vulnerable groups. Behaviour and Attendance data.
Meetings:	Senior Leaders around Inclusion / SEND and/or Key lead responsible SENDCO TAs or equivalent Individuals with responsibilities linked to the SEND agenda

Personal development, behaviour and welfare.

Range of activities, for example	<p>Learning Walks, includes time in lessons (10-15mins)</p> <p>Observation at break/lunch/lesson change over</p> <p>Visit to isolation space and exclusion spaces</p> <p>Duty slot with a Senior Leader</p> <p>Student and Parent voice/questionnaires</p>
Documentation:	<p>Pupil at risk list / list and current intervention plan</p> <p>Overview of support provision for children and young people needing support with social, emotional and behaviour difficulties which sit behind the current intervention plan</p> <p>Exclusions and Attendance data</p> <p>Anti-bullying file, incidents of a Race/Hate nature, Sensitive Handling case studies, Protective Search file, Homophobic language / action file</p> <p>E-safety student misuse documentation</p> <p>Prevent agenda file</p> <p><i>Anything else which is believed by staff to be relevant to the review</i></p>
Meetings:	<p>Senior Leaders around behaviour, attendance, pastoral care and Inclusion (up to 1 hour)</p> <p>Individual responsible for PSHE (30mins max)</p> <p>Small group meetings with a range of children and young people e.g those receiving interventions for behaviour, KS3/4/5, those accessing inclusion/support provision (15-20mins max)</p>

Recommendations to build within your schedule:

Learning Walk of the Academy – orientation, usually to set the scene about the context of the setting, opportunity to share strengths and priorities. Time will be required to consider findings – 30-45 mins before feedback. Set a feedback time for 30 mins with Senior Leaders with responsibility for these areas.

A typical day is 8:30 – 4pm, a debrief during the review is recommended at the end of each day. Reviews can be over a three week period— suggested 2-4 days in length.

Please contact Sarah Baker, Trust SENDCO to arrange a review

The Trust will suggest a pathway document to support with the identification of children who may need to be placed on the SEN register ([see appendix](#)). Please follow these steps before we can consider a placement on the SEN register. The Trust will also follow a pyramid of provision which helps to evidence the graduated response. This outlines what children will receive at each level of graduated provision.

