SPENCER
ACADEMIES TRUST

Where there is a WILL; there is a way.





Strategic leadership for SEND at Sunnyside

Monitoring



The quality of education for children with SEND is monitored by the SENDCO and other school leaders. Using a range of methods, school leaders monitor the provision, quality first teaching, pupil achievement and data, environments, interventions, books, progress against individual targets and pupil voice to identify key themes around inclusion and pupils with SEND to further enhance.

Working with the SLT



The SENDCO works closely with the academy's Senior Leadership Team, attending meetings regularly to report on the quality of education for children with SEND and advocating for these pupils when decisions are being made at a strategic level. The SENDCO meets regularly with a link governor to share the school's SEND policy in action.

Strategic visioning and next steps



The SENDCO, in conjunction with SLT, is responsible for the strategic vision and next step planning for children with SEND. They regularly share key strengths and areas to develop so that policies and systems around SEND can be improved to further enhance the quality of education for children with SEND. The SENDCO is responsible for updating an action plan to identify areas of development.

Auditing



Auditing is a crucial part in identifying areas of strength and development within the academy. The SENDCO works with other school leaders to complete Trust wide, staff and other stakeholders such as governors or parents/carers, provision, intervention, equipment and resource audits to identify priorities to develop as part if the action planning process.

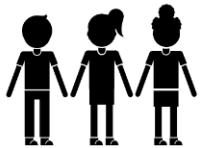
Budgeting and use of resources



Budgeting and use of resources is an important role of the school SENDCO, working in conjunction with the SLT. In identifying and sharing the needs within the academy, they are able to identify and support in the allocation of resources linked to deployment of staff, identification of external support and interventions and physical resources. Requests for additional funds from the local authority are made by the SENDCO, in accordance with the LA guidance.

SEND

Quality First Teaching For All



Through our SHINE ethos and curriculum, we pride ourselves on delivering high quality, inclusive teaching for all pupils in a class. This Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others. This ensures children who have special educational needs and/or disabilities are included, valued and can achieve in all aspects of school life – no child left behind.

Personalised Approach



Personalised learning means tailoring learning and teaching to learners' needs. Staff do this by knowing learners well and building on prior learning so that everyone can participate, progress and achieve. Personalised learning focuses on the individual learner from the earliest level through to lifelong learning. Staff do this well by involving the child in planning and being responsive to their needs and interests.

CPD



SEND CPD addresses areas for development and aims to help both teachers and TAs maintain high quality practice to better meet the needs of their learners with SEND. It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice- led, research informed and collaborative approach.

Accessibility



At Sunnyside, we ensure that our curriculum design. learning environment and wider school setting removes unnecessary barriers in order that no student faces discrimination
Staff, in conjunction with the senior leadership team, parents and the child, identify any potential impacts of SEND at the earliest stage possible, and make reasonable adjustments accordingly.

Interventions



Targeted interventions are carefully planned and delivered to address gaps in children's learning and development. These are delivered on a 1:1 basis or in small groups and are informed with up-to-date assessment and knowledge of the child. Interventions provided should be selected to meet the outcomes identified for the pupil and are based on reliable evidence of effectiveness. They are delivered by skilled and knowledgeable staff.

Beyond Sunnyside



Staff at Sunnyside, work alongside many stakeholders to ensure the varied needs of every child are being met. We ensure that a multi-agency and joint problem-solving approach informs next steps in school, enabling each child's learning to be catered for effectively. For each child to be successful, we work collaboratively with parents and adopt a child centered approach ensuring their voice is heard, whilst maintaining support and guidance.

Quality First Teaching For All



Identification of need

At Sunnyside, through observations and assessment, staff refer to the SENDCo to identify whether a child has a Special Educational Need.

Should it then be decided that there is an area of need the SENDCo, following discussion with the Parent/Carer, will place the child on the SEND list and identify using the graduated response, which level they are on the provision pyramid.



Quality First Teaching

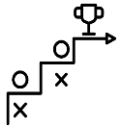
Through the culture at Sunnyside, staff understand that they are teacher of ALL children including those with a special educational need. They utilise a variety of strategies within their Quality First Teaching and refer to the Quality First Teaching Checklist to help identify approaches that can support children with different areas of need.



Assessment

For our children with SEND who are working below their current year group, staff record which year groups objectives (can be Pre-Key stage standards) the child is working at.
If the child is only starting that year groups objectives, they will be deemed emerging into that year group. If the child has made progress within that year group but has not met most of its objectives, they will be deemed developing in that year group.

Personalised Approach



Personal Provision Plans

Using the information gathered during the Assess stage, teachers plan targets for the individual child. These are smart short-term targets which lead to meeting longer term outcomes. Through this thinking, teachers also consider what the child will need to be successful with these targets. This information then informs the interventions that are put in place by both the class teacher and the SENDCo. These steps are recorded and monitored on Showbie and work in conjunction with a child's EHCP.



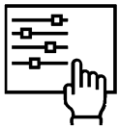
TAC

Our weekly Team Around the Child (TAC) meeting is child focused, and impact driven. The Principle, Safeguarding Lead, SENDCo, Behaviour Lead and Attendance and Improvement Officer, together (with input from staff who work with the child) map out concerns for the child across the different areas and devise a plan of action. It is this joined up thinking that drives future actions within school, with parents and with wider professionals.



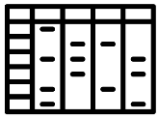
Pupil Voice

We provide opportunities for children to offer their perspective when it comes to target setting and what provision is in place for them. We also use pupil voice to help monitor support strategies in class.



Modified Resources

We ensure that children are capable to succeed in all lessons by modifying resources. This can present in class by using visual aids, coloured paper, manipulatives, iPads or laptops to support writing.



Personalised Timetable

Staff ensure children have a timetable in place that will best meet their needs. In some cases, this will require a personalised timetable that is bespoke for an individual child. This is successful when staff understand the needs of the child and ensure learning is built upon in small manageable steps. This visual timetable might incorporate activities that teach the child other skills that support their ability to learn e.g., sensory sessions or brain breaks to support self-regulation.



SCARF, Wellbeing and Nurture

Our aim is to help our students become pro-social, independent, proactive and responsible citizens. We aim to support our students in developing a skill-set for life. This is especially true for our children with SEND making sure they have the skills necessary to be successful long after they leave Sunnyside. This may take many forms with cooking, sewing, money management for example. This also enables children to build their confidence and address barriers that could impact their socialisation.

CPD



Coaching Staff

Coaching is focused professional dialogue designed to aid the teaching staff in developing specific professional skills to enhance their teaching repertoire. The SENDCo and other members of the Senior Leadership Team support and coach staff.

The focus of this coaching is selected by the teaching staff, and the process provides opportunities for reflection and problem solving when working with children with SEND.



Audit of CPD needs

The SENDCo will audit the strengths and areas for development to inform future next steps to enhance the learning offer at Sunnyside. This is completed at least termly to ensure the SENDCo is clear on the CPD priorities of the school. The SENDCo will work alongside other Leaders in delivering CPD ensuring it is informed by high quality research and supports the school development plan.



Use of Staff Meetings

Staff meetings are tailored to support the development of teaching staff's approaches and strategies.
These meetings are delivered to impart knowledge and ensure our staff maintain high quality practice to best meet the needs of all pupils.

It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice- led, research informed and collaborative approach.



Support From External Agencies

Staff utilise specialist support from the Nottinghamshire County Councils specialist teaching teams (SFSS). This support can come in different ways, either from feedback following observations, specialist staff leading staff meetings, delivering sessions to pupils or sharing current best practice and strategies with staff. This aims to improve current provision for our children with significant needs. Sunnyside staff also utilise support and advice from local services such as the NHS or CAMHS to inform their practice.



Networking with SENDCOs

The SENDCo will have regular opportunities to network with other SENDCos to share ways of working and best practice for pupils with SEND. This can be within trust meetings or with local clusters or schools.

Accessibility



Adapting the Environment

Careful consideration has been given by staff at Sunnyside as to how students can access their classroom. Staff adjust for children with SEND. Staff have created communication friendly classrooms by ensuring effective use of visual supports these might include use of symbols, visual timetable and labelled environment.

We also consider the layout of the classroom, as we adapt furniture or use specialised furniture to support children with special needs access to learning.



Adapting Equipment

At Sunnyside, we utilise a variety of equipment to improve the accessibility to children's learning. This happens successfully by using practical resources such as Numicon, coloured overlays, iPads and personalised prompt cards.

Staff also utilise technology to support learners. This can take many forms such as using talking pegs to aid memory or using iPads to help capture the learning of children who find it difficult to record their learning using more traditional methods.



Adapting Approaches

To increase the extent to which pupils with SEND can participate in the school's curriculum, staff make adaptations to their teaching to cater for their classes needs.

This can take many forms due to the nature of needs we have at Sunnyside. Staff utilise strategies within the QFT checklist and occasionally must make further adaptations.

These adaptations may take the form of allowing for brain breaks, personalised reward charts and the use of sign of Makaton.

Interventions



Quality First Teaching

High quality teaching should reduce the need for extra support for all pupils; however, some pupils will require additional support in the form of high quality, short, focused interventions.

By assessing a child's individual needs and through data scrutiny, staff plan and make decisions on what intervention may be best suited to move the child's progress forwards.

Interventions are planned to complement a broad and balanced curriculum for all.



Intervention cycle

Interventions are led by trained Class Teachers and Teaching Assistants.

Interventions are connected and reflected into the classroom. Strategies are developed to be consistently used in the classroom. We provide opportunities for children to apply learnt skills in the classroom environment.

Communication is key, staff share the successes and development points raised within the intervention.



Monitoring of the quality

To ensure the success of all interventions it is crucial that they are monitored appropriately, checking whether they are addressing needs of the pupils. This is conducted by the SENDCo and other members of the Senior Leadership Team.

Monitoring strategies include:
Observations of delivery
Baselines assessments
Post intervention assessment
CPD for staff delivering interventions

Interventions deemed to be not having the intended impact are addressed promptly.



Reviewing Interventions

The effectiveness of interventions are continually monitored for their impact and success.

Starting points are clear and exit data gathered.

On completion, the impact of the intervention is reviewed with teachers, parents/carers and the child. This review focuses on the progress towards individual targets and their next steps, supporting the 'Assess, Plan, Do, Review' cycle for the child.

Intervention – The Orchard



Quality First Teaching

High quality teaching should reduce the need for extra support for all pupils; however, some pupils will require additional support in the form of high quality, short, focused interventions.

By assessing a child's individual needs and through data scrutiny, staff plan and make decisions on what intervention may be best suited to move the child's progress forwards.

Interventions are planned to complement a broad and balanced curriculum for all.



Curriculum

Children who access The Orchard. access the same broad and balanced curriculum they would experience in their usual classrooms.

The Orchard allows for children to work in a calm, highly supported and accessible and adapted space, for tasks and elements of the curriculum they may have anxieties over, challenges with or have disengaged from completely. It runs a hidden curriculum with an SEMH, and C and I focus.



Sensory Support

Complex sensory profiles require careful planning, Staff and home complete sensory audits and the outcomes from these are used to inform the way in which the children will work, how they will work, and the tools required to create the best possible outcomes.

This may include but is not restricted to regular sensory breaks, chewellery, ear defenders, calming music, dimmed lights, a relaxed uniform.



Nurture Centred Approach

Staffing is carefully planned and strategic, allowing us to draw on the expertise of our highly skilled and trained staff. Outdoor learning and Forest Schools provide alternative ways for learners to succeed on a regular basis.

Specialist TA's offer key C and I and SEMH interventions such as Drawing and Talking, LEGO therapy, and Commando Joe's whilst specialist services offer Art and Play therapy to compliment schools offer.



Flexible

The Orchard is a short-term provision designed to best meet the needs of some of our most vulnerable pupils, to encourage and re-engage them with their learning whilst building confidence sand self esteem

Children are assessed based on their emotional needs each day to determine their timetable. Like all Sunnyside provision, it is bespoke and tailored to the child and their individual needs. For maximum success, we are led by the child and are fluid and flexible in our approach.

Interventions



SEMH Interventions

We offer a comprehensive nurture program offering a range of provision. This means that nurture support can be closely tailored to individual children with SEMH needs. Our nurture programs develop social and emotional understanding and works to remove barriers to academic learning. Through nurture, children develop confidence, become increasingly responsive to others, learn self-respect and take pride in achieving.

These include:

- Forest School
- Emotion Coaching
- Art Therapy
- Play Therapy
- Drawing and Talking
- Lego Therapy
- Sports Nurture



Monitoring of Interventions

To ensure the success of all interventions it is crucial that they are monitored appropriately, checking whether they are addressing needs of the pupils. This is conducted by the SENDCo and other members of the Senior Leadership Team.

Monitoring strategies include:

- Observations of delivery
- Baselines assessments
- Post intervention assessment
- Impact and reviews to inform next steps on Personal Provision Plans



Cognition and Learning Interventions

Pre / post teaching – addresses a specific learning element either before or after is has been taught. The impact of pre teaching is often raised confidence in taught sessions due to greater knowledge of the concept, whereas the impact of post teaching is ensuring clarity with learning that may have not been completely understood in lessons.

Reading Plus – is an intervention that develops the fluency, comprehension, and motivation students need to be successful readers.

Precision Teaching – is aimed at children who are not meeting age-related expectations in literacy. Focusing on accuracy and fluency of learning high frequency words and phonics.

Interventions

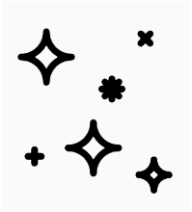


Sensory and Physical Interventions

TacPac – TacPac draws together touch and music to create a structured half hour of sensory communication between two people, creating sensory alignment.

Fun Fit – these sessions aim to support children's gross motor skills and dexterity so they can move with confidence through a variety of movements.

Dough Disco – uses a series of hand and finger exercises designed to improve fine muscle control, gross motor dexterity and hand-eye coordination.



Connect and SHINE

Our SEND specific parent/carer support group offers support to the families and children. Sessions are held monthly and are run by school staff, with guest speakers, sessional workshops and activities. Families are invited but there is a self referral process for families who don't attend our school or setting. Parents and carers are also encouraged to run sessions and share their expertise in a specific area or sometimes run wellbeing sessions teaching a craft or skill.



Communication and Interaction Interventions

Nuffield Project – address speech and language needs through an intense program of targeted sessions.

Social Skills Group – aims to support children with interaction difficulties through the systematic teaching of social skills and social problem solving.

Musical Interaction – is an approach that enables children to express their emotions and their personality through musical play whilst also developing fundamental social and communication skills.

Working Beyond The School



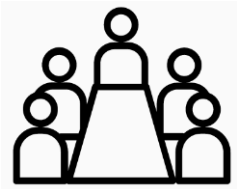
Working with Parents/Carers

At Sunnyside, we recognise that working with parents and carers can lead to better outcomes for children. To support parents whose children, have a SEND we provide: our Connect and SHINE mornings, providing a support network for parents/carers; parent workshops, which address areas that parents/carers feel they need support in e.g. sleep workshop, managing anxiety. We also invite our parents and carers to 'Provision Plan Review Meetings', which share progress made and include parents/carers in decision making.



TAC conversations

Our weekly Team Around the Child (TAC) meeting is child focused, and impact driven. The safeguarding lead, SENDCo and Disadvantaged Achievement Lead, Attendance Improvement Officer, and Behaviour Lead, together with staff who work with the child map out concerns for the child across the different areas and devise a plan of action. It is this joined up thinking that drives future actions within school, with parents and with wider professionals.



Working With Local Support Agencies

To ensure we are providing the best provision possible we work closely with a variety of professionals. We do this through referrals our termly Springboard meetings to gain the support of specialist teachers from the local authority. Their role is to observe children with SEND and pass on recommendations. These specialist teachers contribute to any 'Team Around Child' meetings and 'EHCP Annual Reviews', to plan appropriate support throughout the year.

We conduct multi-agency meetings with a variety of professionals to inform our practice and ensure relevant support from professionals is in place. We liaise with medical professionals, such as Community Pediatricians and Occupational Therapists to ensure staff are informed and can provide the most appropriate provision for each child.

At Sunnyside, where necessary, we apply for High Level Needs (HLN) funding for our children with SEND whose provision requires extensive support.

We may also apply for an Educational Health and Care Plan for children whose SEND requires more help than would normally be provided in a mainstream educational setting.

References and Further Information

EEF Toolkit
Special Educational Needs in Mainstream Schools



EEF Toolkit
Improving Social And Emotional Learning In Primary Schools



SEND Code of Practice



Teacher Handbook: SEND



Understanding Inclusion
NASEN



Great Expectations: Leading an Effective SEND Strategy in School



The SENCo Handbook
Elizabeth Cowne



Good Autism Practice
Autism Education Trust

