



## Special Educational Needs and/or Disabilities Strategy

2019-2021



*“Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel.”*

## **Our Principles**

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The following 10 principles, derived from our vision and values and specific to our context, will determine how we go about managing the change process and making decisions. Embedded in these principles are the Nolan principles of public life.

- 1. Dignity of the individual.**
- 2. Preferential option for the most vulnerable.**
- 3. High standards.**
- 4. Accountability.**
- 5. Good stewardship.**
- 6. Unity.**
- 7. Alignment.**
- 8. Objectivity.**
- 9. Openness.**
- 10. Integrity.**

In line with the Nolan principles, all staff and local governors and especially those in **leadership** roles will be expected to promote and support these principles by example.

## **Plymouth CAST's Special Educational Needs and/or Disability Strategy**

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The Catholicity of the trust means that the work of all of our schools is underpinned by a desire to improve outcomes for our most needy children and young people. The first of the key principles taken from our vision and values focuses on the dignity of the individual. Consequently, all those who work for the trust are driven to do all they can to meet the needs of and improve outcomes for children and young people who have special educational needs and/or disabilities.

During the autumn of 2018, the Deputy Director of Education and Standards undertook a review of the Trust's SEND provision. This review was to evaluate how effectively the needs of pupils who have SEND are being met in the early years, primary and secondary schools that make up the trust and to form a baseline from which improvement priorities could be identified. To do this, he completed a trust self-evaluation, scrutinised the progress and attainment of pupils who have SEND.

### **Context**

Plymouth CAST is a Catholic multi-academy trust of 35 schools and 1 nursery across seven local authorities in Cornwall, Devon and Dorset. We employ 1500 staff and educate 7,300 pupils. The trust was established in 2014. We are forward-facing and confident about the future with a

refreshed vision and values, stronger leadership capacity, improved financial controls and budget-setting procedures and clarity of delegated powers in a revised scheme of delegation.

Our principal aim as a trust is to ensure that every one of our pupils is educated in a good or outstanding Catholic school, fulfils his or her academic potential in a safe and stimulating environment, inspired by the Gospel, and leaves us with the qualifications, skills and qualities that will help them to thrive in adult life in modern Britain - with a vision of service for humanity, especially the vulnerable.

We will move forward above all with a spirit of collaboration across the trust and a willingness to engage with other trusts and agencies to provide the best possible education for our pupils. We are one trust, one family of Catholic schools and with this plan, underpinned by our vision and values, we have a clear aim and a clear pathway to achieve that aim.

### **Our Vision**

The Church insists on the highest standards of academic achievement in its schools, so that our young people leave us as ‘agents of change’ – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place.

Inspired by our Teacher, Jesus Christ, and his good news to the poor, we are especially committed to those who are disadvantaged. We are determined that a child’s start in life need not determine their future. We are committed to the well-being of the earth, our common home, inspired by the example of Pope Francis: to live wisely, think deeply and love generously.

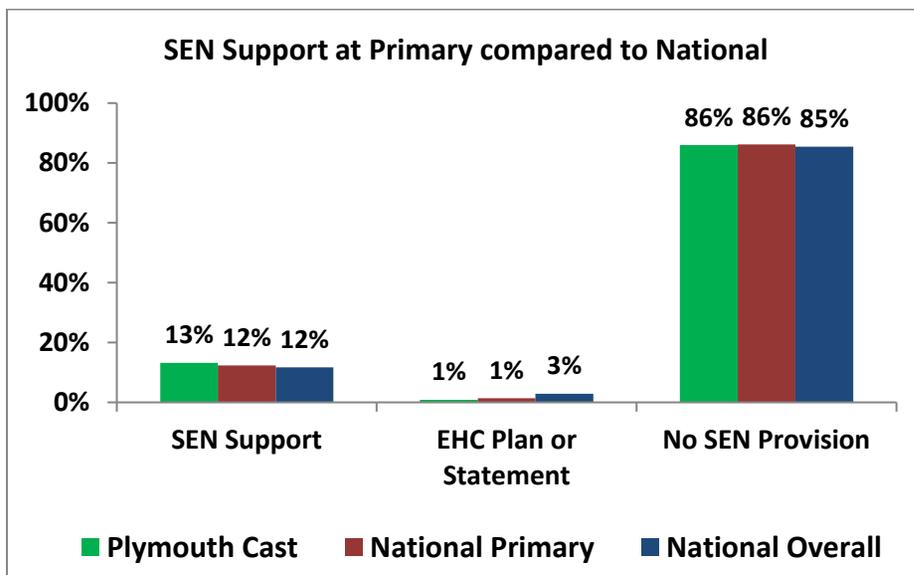
In all our schools we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values.

We will work together as one Trust, one family of schools, one community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care.

### **Our Mission**

Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel.

## Contextual SEND challenges

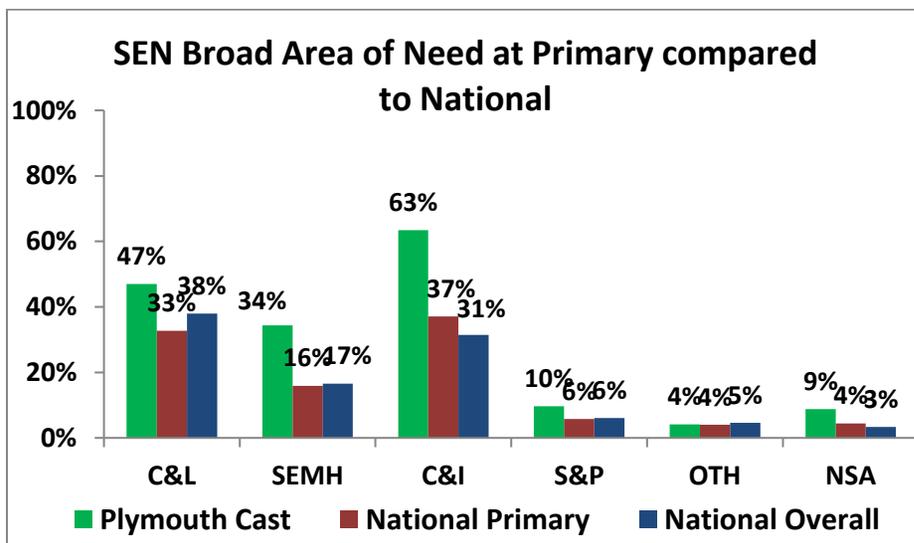


The proportions of pupils with special educational needs and/or disabilities in CAST primary schools is broadly in line with national averages.

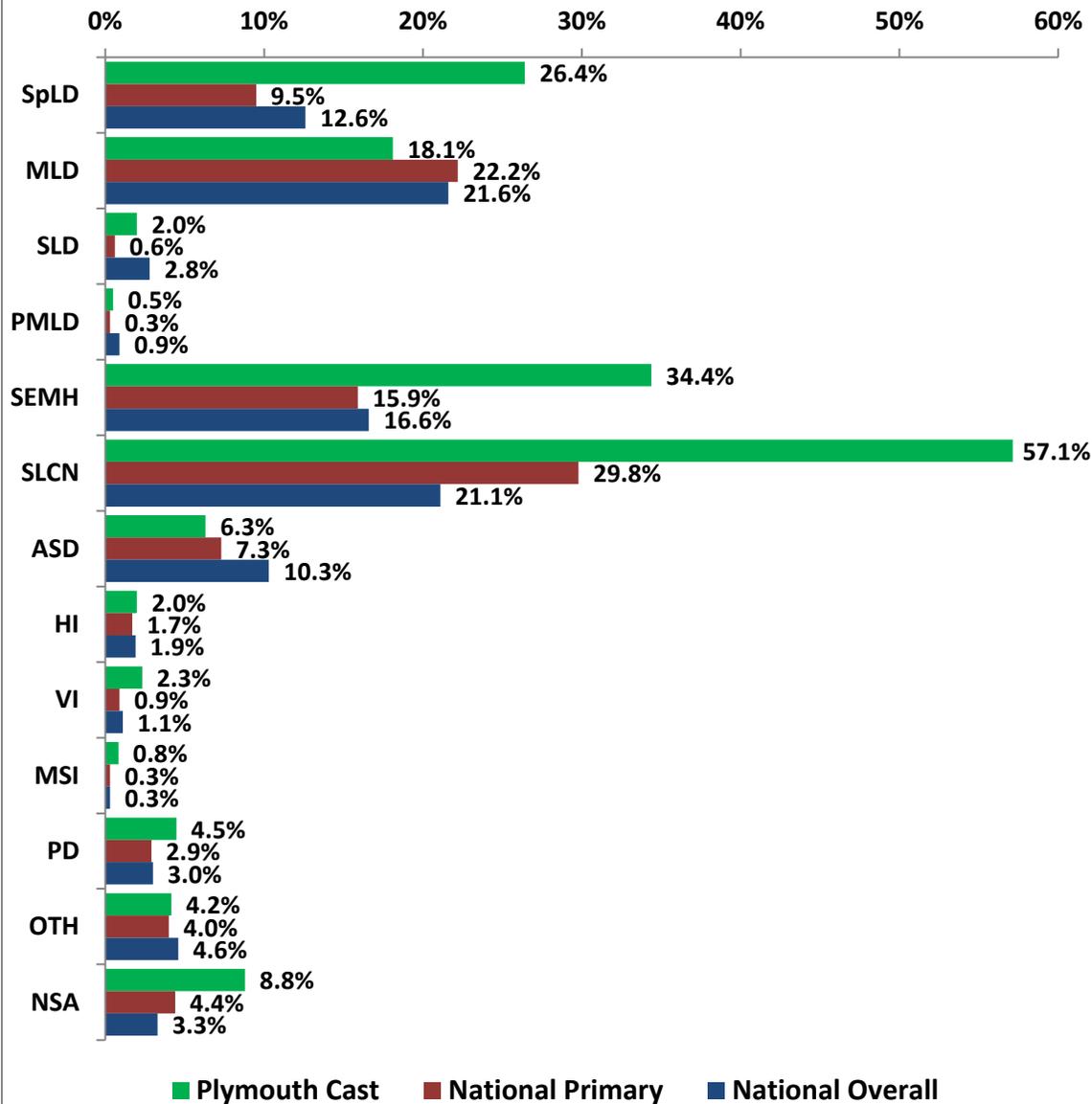
The proportions of SEND pupils with an Education, Health and Care Plan (EHCP) in primary is exactly in line with the national average for primary schools. The proportions of pupils with SEND who do not have a formal plan (SEN K or SEN Support) is 1% above the national average for primary schools.

Of greater significance is the distribution of SEND pupils' broad area of needs. Within our primary schools, the percentage of our SEND pupils with Communication and Interaction difficulties is nearly double that seen nationally. Similarly, the proportions identified as SEMH is more than double the national average for primary schools. This either means that schools are misidentifying pupils, or that there is a significant challenge for the trust to support schools with this area of need.

The proportions identified as 'other' is in line with national averages. This is pleasing as it suggests accuracy of identification, given that weak identification often results in this being higher than is typical.



### Primary Type of Need compared to National



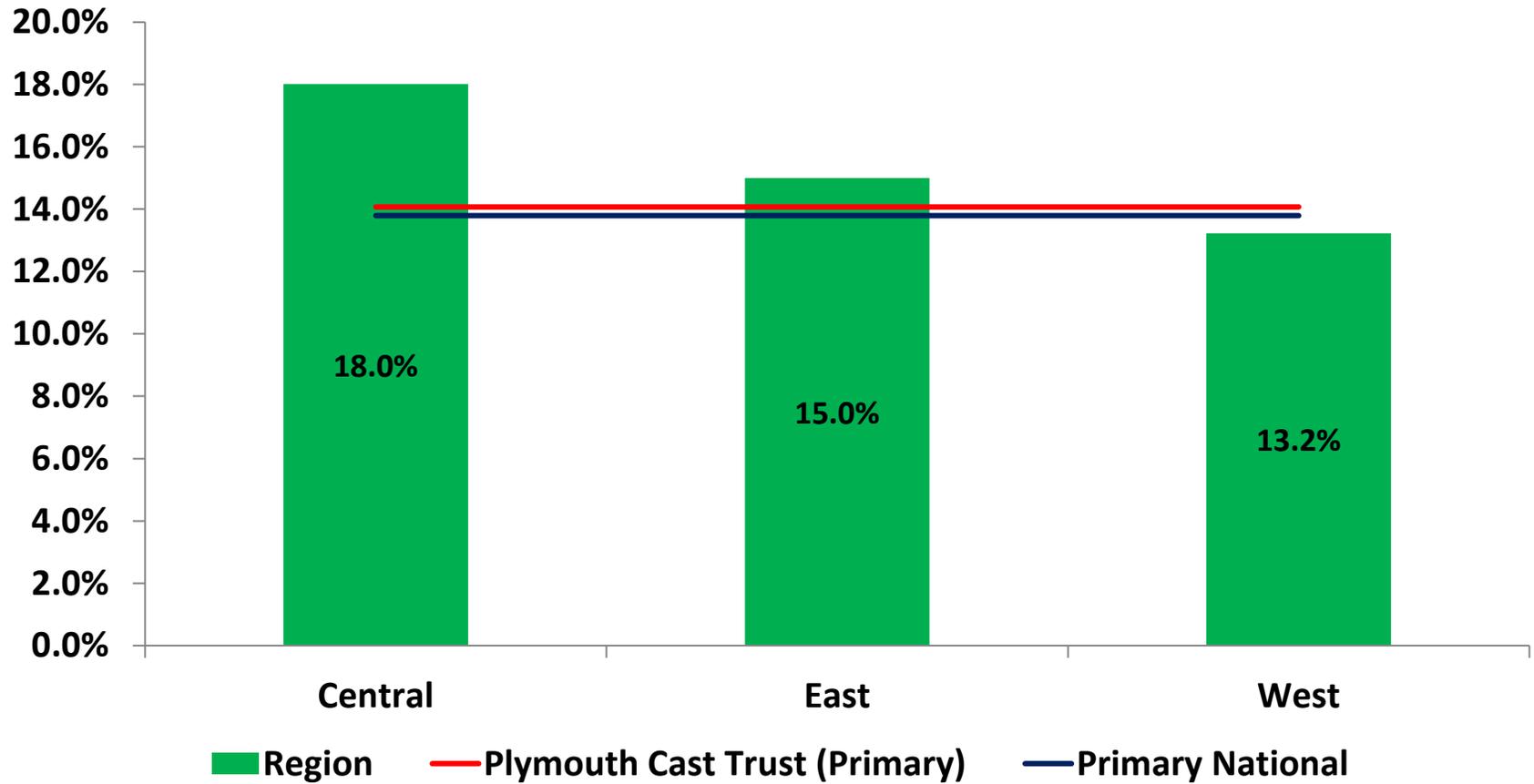
When looking beyond the broad area of needs to the primary type of need across the trust, the data shows that nearly all of the pupils with a communication and interaction difficulty have been identified as having speech, language and communication difficulties. Only 6.3% have been identified as ASD. This is likely to be indicative of poor early identification. The comparison between SLCN and ASD is at the other extreme in the secondary sector of the trust.

Once again, the proportion identified as SEMH is very high in our primary schools, as is the proportion identified as having a specific learning difficulty.

From analysis of our primary data, it is clear that the three areas to consider are speech, language and communication difficulties; social, emotional and mental health needs and specific learning difficulties. It is also crucial that work is undertaken to improve the quality of early identification.

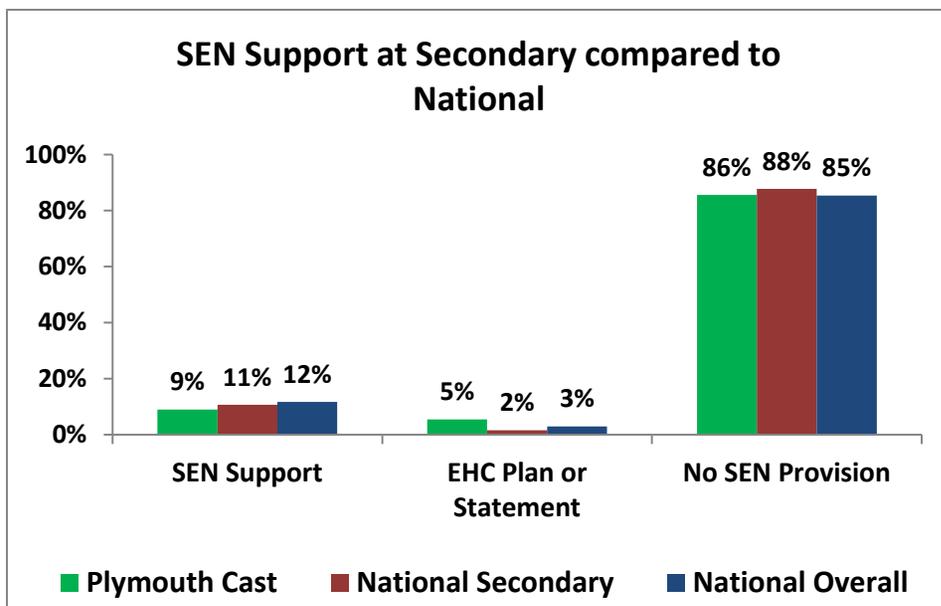


## Regional Breakdown of Pupils with Special Education Needs



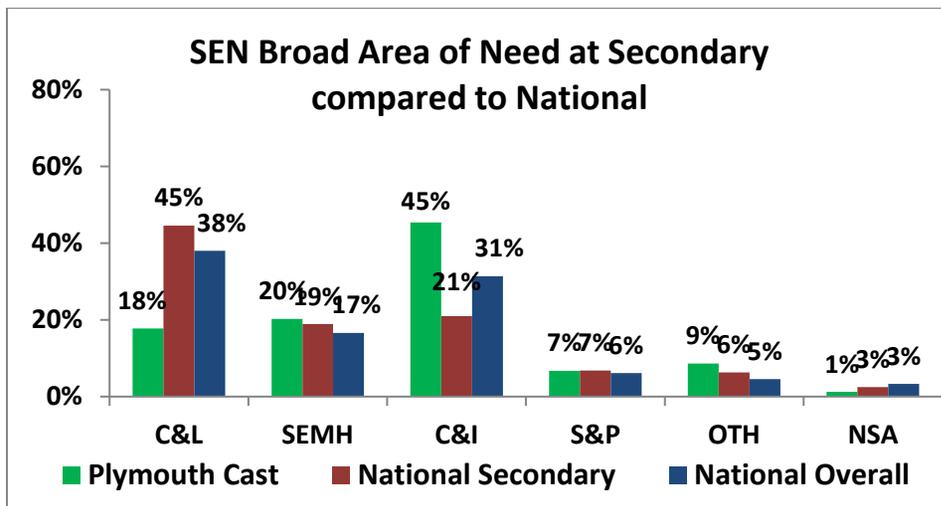
Although the central area is proportionately high, other information about the trust makes it clear that our priority should be our Plymouth and Torbay schools.

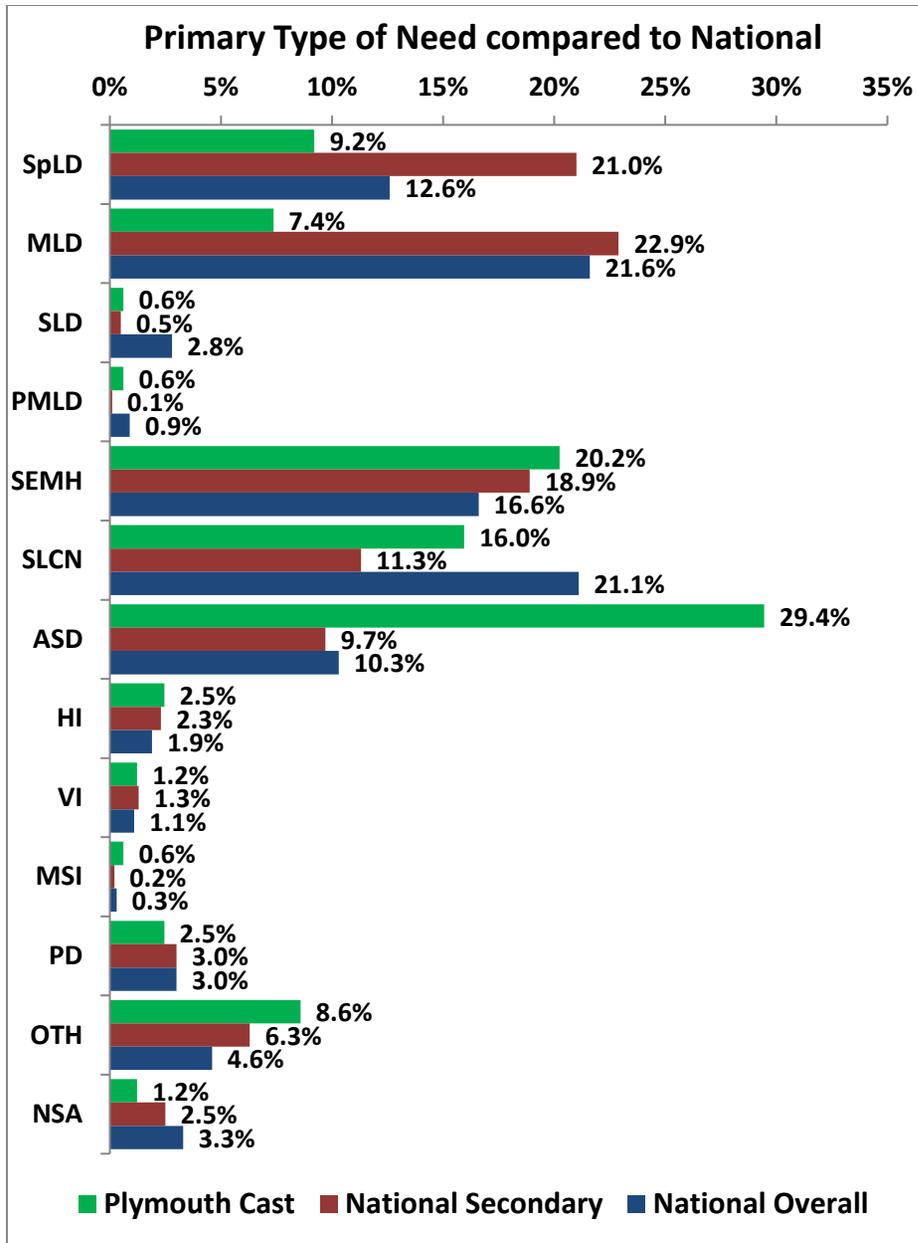
Secondary Context:



With only two secondary settings in the trust, data relating to national comparisons should be considered carefully. However, it is interesting to note that the proportions of pupils with SEND and an EHCP is more than double the national average for secondary schools. Conversely, the proportion of pupils with SEND at SEN K is lower than the national secondary average. This is the opposite to the make-up of the primary schools within the trust.

However, communication and interaction remains significantly above national averages within the CAST secondary schools. It is the only broad area of need that is significantly different from national averages. However, unlike the primary sector, the proportion of pupils with SEND identified as 'Other' is much higher than national averages, pulling in the question about identification.





When reviewing the primary types of need in the trust's secondary sector, the stand out area is those identified as having an autistic spectrum disorder. This links to the historical work at St Boniface College which led to a reputation of successful inclusion for pupils with an autistic spectrum diagnosis. Nevertheless, the swing from high proportions of SLCN in primary to high in ASD in secondary is indicative that identification in this area is possibly slow.

Therefore, the areas of need highlighted in the primary analysis remain significant when looking at the secondary. Our schools should be skilled at supporting all pupils who have communication and interaction difficulties.



Exclusions:

**Plymouth CAST Trust: Analysis of Exclusions across the whole trust for 2016/2017**

- Rates of exclusion are higher than the national averages in almost every measure.
- The proportions of pupils who have SEND that are excluded by the Trust is above average in every measure, except for permanent exclusions of pupils with an EHCP.
  - SEN Support pupils are almost twice as likely to be fixed term excluded than the national average
- Pupils who have an ECHP are more likely to have a fixed term exclusion at the trust than is typical nationally.
  - Over half of the fixed term exclusions in the trust were from the two secondary schools.

**TRUST OVERVIEW 16/17**

Breakdown	Permanent Exclusions			Fixed Term Exclusions			Pupils with 1 or more fixed period exclusions			Pupils with 2 or more fixed period exclusions		
	No. of pupils	CAST %	National average %	No. of FTEs	CAST %	National average %	No. of pupils	CAST %	National average %	No. of pupils	CAST %	National average %
All pupils (6741)	3	0.04%	0.03%	252	3.74%	1.37%	92	1.36%	0.62%	47	0.70%	0.29%
Male (3235)	3	0.09%	0.05%	200	6.18%	2.36%	71	2.19%	1.05%	35	1.08%	0.49%
Female (3506)	0	0.00%	0.01%	52	1.48%	0.34%	21	0.60%	0.16%	12	0.34%	0.07%
SEN K (952)	2	0.21%	0.20%	130	13.66%	7.18%	38	3.99%	2.98%	23	2.42%	1.58%
EHCP (143)	0	0.00%	0.16%	24	16.78%	12.68%	11	7.69%	5.06%	5	3.50%	2.97%
No SEN (5615)	1	0.02%	0.01%	98	1.75%	0.38%	8	0.14%	0.22%	19	0.34%	0.06%

Achievement:

**Trust Headlines:**

- Too few pupils who have SEND achieved the expected standard by the time they leave key stage 2
- The proportions of pupils who have SEND attaining greater depth is very low in all measures
- Pupils who have SEND support attain much better at the end of KS2 in reading and science than in writing and mathematics

- Pupils who have SEND support attain much better in mathematics at the end of KS1 compared to reading and particularly writing
- The smallest gap in attainment between pupils who have SEND support and their peers is in the phonics screening test
- The smallest gap in attainment between pupils who have an EHCP and their peers is in EGPS and Science at KS2
- At the end of KS2 SEND attainment was highest in Science at the expected level and in reading and EGPS at greater depth
- At the end of KS1 SEND attainment was highest in mathematics at the expected level and at greater depth

### Key stage 2 reading, writing and maths

AREA	SEND Type	Cohort #	Achieving the expected standard or higher		Achieving Greater Depth	
			AREA %	NA	AREA %	NA
TRUST	SEN K	142	21% (30)	64 (Gap = 43%)	1 (<1%)	10 (Gap = >9%)
	EHCP	24	8% (2)	64 (Gap = 56%)	0	10 (Gap = 10%)

### Key Stage 2 Reading Progress and attainment

Area	SEND Type	Cohort #	Adjusted score	Achieving the expected standard or higher		Achieving Greater Depth		Average Score	
				AREA %	NA	AREA %	NA	AREA %	NA
TRUST	SEN K	142	-1.32	42% (60)	75 (Gap = 33%)	7% (11)	28 (Gap= 21%)	97.7	105.0
	EHCP	24	-4.38	21% (5)	75 (Gap = 54%)	0	28 (Gap- 28%)	96.0	105.0

### Key Stage 2 Writing Progress and attainment

Area	SEND Type	Cohort #	Adjusted score	Achieving the expected standard or higher		Achieving Greater Depth		Average Score	
				AREA %	NA	AREA %	NA	AREA %	NA
TRUST	SEN K	142	-4.60	37% (52)	75 (Gap = 38%)	2% (3)	28 (Gap= 26%)	N/A	N/A
	EHCP	24	-5.94	21% (5)	75 (Gap = 54%)	0	28 (Gap= 28%)	N/A	N/A

### Key Stage 2 Mathematics Progress and attainment

Area	SEND Type	Cohort #	Adjusted score	Achieving the expected standard or higher		Achieving Greater Depth		Average Score	
				WEST %	NA	WEST %	NA	WEST %	NA
TRUST	SEN K	142	-2.41	39% (56)	75 (Gap = 36%)	6% (8)	28 (Gap = 22%)	97.2	105.0

	EHCP	24	-4.13	21% (5)	75 (Gap = 54%)	4% (1)	28 (Gap = 24%)	97.0	105.0	
<b>Key Stage 2 English grammar, punctuation and spelling attainment</b>										
Area	SEND Type	Cohort #	Adjusted score	Scaled Score 100+		High Scaled Score		Average Score		
				School %	NA	School %	NA	School %	NA	
TRUST	SEN K	142	N/A	37% (53)	78 (Gap = 41%)	7% (10)	34 (Gap = 27%)	96.6	106.2	
	EHCP	24	N/A	25% (6)	78 (Gap = 53%)	4% (1)	34 (Gap = 30%)	97.1	106.2	
<b>Key Stage 2 Science attainment</b>										
Area	SEND Type	Cohort #	Adjusted score	Achieving the expected standard or higher		Achieving Greater Depth		Average Score		
				School %	NA	School %	NA	School %	NA	
TRUST	SEN K	142	N/A	53% (75)	82 (Gap = 29)	N/A	N/A	N/A	N/A	
	EHCP	24	N/A	29% (7)	82 (Gap = 53)	N/A	N/A	N/A	N/A	
<b>Key Stage 1 Reading attainment</b>										
School	SEND Type	Cohort #	Achieving the expected standard or higher		Achieving Greater Depth		Below Expected Standard in Reading			
							Foundations		Working Towards	
			School %	NA	School %	NA	School %	NA	School %	NA
TRUST	SEN K	123	41% (50)	75 (Gap = 34)	5% (6)	26 (Gap = 21)	20% (25)	5	34% (42)	17
	EHCP	8	13% (1)	75 (Gap 62)	0	26 (Gap = 26)	13% (1)	5	25% (2)	17
<b>Key Stage 1 Writing attainment</b>										
School	SEND Type	Cohort #	Achieving the expected standard or higher		Achieving Greater Depth		Below Expected Standard in Reading			
							Foundations		Working Towards	
			School %	NA	School %	NA	School %	NA	School %	NA
TRUST	SEN K	123	33% (41)	70 (Gap = 37)	2% (3)	16 (Gap = 14)	24% (29)	5	36% (44)	22
	EHCP	8	13% (1)	70 (Gap = 57)	0	16 (Gap = 16)	13% (1)	5	25% (2)	22
<b>Key Stage 1 mathematics attainment</b>										
School					Achieving Greater Depth		Below Expected Standard in Reading			

	SEND Type	Cohort #	Achieving the expected standard or higher				Foundations		Working Towards	
			School %	NA	School %	NA	School %	NA	School %	NA
TRUST	SEN K	123	44% (54)	76 (Gap = 32)	6% (7)	22 (Gap = 16)	21% (26)	4	28% (35)	18
	EHCP	8	13% (1)	76 (Gap = 63)	0	22 (Gap = 22)	13% (1)	4	25% (2)	18

**Year 1 Phonics attainment**

AREA	SEND Type	Cohort #	Number absent/didn't take test	Number not achieving the expected standard	Achieving the expected standard		Average Mark	
					School %	NA	School	NA
TRUST	SEN K	123	12	54	59% (72)	83 (Gap = 24)	28.2	34
	EHCP	8	1	2	25% (2)	83 (Gap = 58)	22.0	34



# Executive Summary



## 1. Making the best use of resources to close gaps in provision

- SEND leaders know where expertise are, what is needed to improve, know where improvements are needed and are having an impact on these areas.
- A tailored CPD programme is secured, delivered and is having an impact on SEND provision.
- Effective co-production of provision is a feature of SEND provision in all CAST schools.
- Resources from within and beyond the trust have been utilised to improve SEND pupil outcomes.

## 2. Improving outcomes by strengthening inclusion

- Expectations for staff in relation to SEND provision have been clarified and exemplified by SEND leaders.
- Rates of exclusion, particularly for pupils who have SEND, are reducing and are broadly in line with national averages.
- The progress of pupils who have SEND in the trust is accelerating.
- The attainment gap for SEND pupils is narrowing compared to other pupils nationally.
- SEND provision is recognised as a strength by Ofsted when inspecting trust schools.

## 3. Implementing effective policy, systems and processes relating to the trust and school SEND offers

- A clear SEND policy for the trust is understood and implemented effectively by all trust schools.
- SEND leaders can analyse the quality of provision for SEND pupils robustly, deeply and accurately.
- Clear policies and procedures support SEND leaders to be effective when planning, delivering and assessing provision for SEND pupils.
- Clear and robust systems and processes allow SEND leaders to monitor the use of exclusions and the quality of behaviour management effectively in all trust schools.

## 4. Building capacity in SEND leadership through effective networking

- Established SENCO networks result in effective localised approaches to implementing the trust SEND strategy.
- SENCO network coordinators provide effective leadership for cluster schools because they are well informed by robust analysis, have agreed protocols for collaborative working and have established trust expectations for SEND provision.
- SENCO networks meet at least termly and include representatives from every school in the trust.
- SENCOs across the trust feel empowered to carry out their roles, support each other and provide low threatening challenge to their colleagues within their clusters and across the trust.
- SEND leaders are supported and challenged effectively to improve provision within their schools and clusters resulting in improved outcomes at all levels.

## What will we do?

### 1. Making the best use of resources to close gaps in provision

- Secure an appropriate oversight of need, provision and where gaps exist
- Complete a SEND audit of where resource exists in schools and distribute to SENCOs
- Coordinate systematic training to support schools to be more effective at identifying and meeting need
- Train schools in the effective delivery of coproduction of provision with parents and pupils
- Secure cost efficient ways to skill up all adults that work with pupils

### 2. Improving outcomes by strengthening inclusion

- Deliver a training package to schools to make them all specialists in providing for pupils with communication and interaction difficulties
- Train teachers and teaching assistants in the effective delivery of the graduated approach
- Utilise the training received through the metacognition training to improve the effectiveness of teaching assistants in lessons and over time
- Improve the quality of challenge provided by education and standards managers by ensuring SEND is a key focus on all visits
- Ensure that SEND leadership at trust, locality and school level are clearly defined and lines of accountability secured

### 3. Implementing effective policy, systems and processes relating to the trust and school SEND offers

- Establish processes that allow for the effective monitoring of SEND provision at school, cluster and trust levels
- Set a SEND policy for the trust to be adopted by the board
- Set and secure policy on effective management of behaviour
- Utilise any centrally purchased IT management system to improve the effectiveness of monitoring the outcomes and exclusions of pupils with SEND

### 4. Building capacity in SEND leadership through effective networking

- Secure SENCO clusters
- Establish a SEND Strategic group
- Make more strategic use of SEND Self-reviews to improve leadership in schools

## KEY PRIORITY 1

### 1. Making the best use of resources to close gaps in provision

#### Success Criteria

#### Overarching success criteria (Summer term 2021)

##### By July 21 (Term 6):

- SEND leaders have an overview of expertise across the trust, priorities for improvement and are having an impact on these areas.
- A tailored CPD programme is secured, delivered and is having an impact on SEND provision.
- Effective co-production of provision is a feature of SEND provision in all CAST schools.
- Resources from within and beyond the trust have been utilised to improve SEND pupil outcomes.

##### Term One (Autumn term 2019)

- Analysis of SEND need across the trust is completed and informs plans for CPD at trust, cluster and school level
- An audit of SEND leadership at cluster level has been completed and fed back to the SEND strategy group
- Training in co-production has been delivered by SEND Strategy group cluster leaders to their clusters
- The Deputy Director of Education and Standards publishes a resource book for SENCOs and HTs which includes details of key resources to support the leadership of SEND provision
- A date and venue for a SEND conference has been confirmed and all HTs and SENCOs have been invited.

##### Term Two (Spring term 2020)

- The SEND conference has been delivered and feedback analysed.
- A database of skills, expertise and training of staff has been established centrally, organised into cluster groups and shared with school leaders.
- Links to CPD have been made between training providers such as Babcock and the needs of the trust, clusters and schools.
- Opportunities to share good practice within CAST schools has been utilised.
- SEND strategy cluster leaders have established arrangements to work with SENCOs to embed co-production at the planning and delivery level within cluster schools.

##### Term Three (Summer term 2020)

- Leaders at every level of the trust knows where to go to find information, training or advice on all the primary areas of need within the trust.
- There is demonstrable impact on SEND provision as a result of the CPD, including the conference, cluster working, the SEND strategy, training and links with other organisations.
- Co-production at planning and delivery levels has been established as good practice at every level of the trust.

## KEY PRIORITY 2

### 2. Improving outcomes by strengthening inclusion

#### Success Criteria

#### Overarching success criteria (Summer term 2021)

##### By July 21 (Term 6):

- Expectations for staff in relation to SEND provision have been clarified and exemplified by SEND leaders.
- Rates of exclusion, particularly for pupils who have SEND, are reducing and are broadly in line with national averages.
- The progress of pupils who have SEND in the trust is accelerating.
- The attainment gap for SEND pupils is narrowing compared to other pupils nationally.
- SEND provision is recognised as a strength by Ofsted when inspecting trust schools.

##### Term One (Autumn term 2019)

- The SEND strategy group have agreed a set of minimum standards to reflect what good practice looks like for children who have SEND.
- Exemplification materials have been shared with school leaders that demonstrate good practice in promoting strong progress for pupils across the four primary areas of need.
- Policies and processes to review exclusions in CAST schools have been strengthened and allow leaders to centrally review rates of exclusion in individual schools, clusters and the areas of the trust. There is evidence that exclusions are reducing.
- Analysis of Ofsted reports of trust schools shows that provision for SEND pupils is strengthening.
- School leaders have established robust starting points for all pupils who have SEND and identified ambitious targets for them to achieve by the end of the year and how this will be monitored. Outcomes for SEND pupils is part of teachers' performance management.

##### Term Two (Spring term 2020)

- The SEND strategy group has analysed information from term one in relation to the minimum standards agreed and the targets set for SEND pupils by school leaders to identify where progress is strong and where extra attention is needed at a trust, area, cluster and school level.
- Analysis of pupils identified as SEND support shows that the gap in their attainment and the attainment of other pupils nationally is narrowing.
- Analysis of Ofsted reports of trust schools shows that provision for SEND pupils is strengthening.
- Analysis of exclusions across the trust shows that they are reducing, or where they are rare, this is being maintained.
- Executive leaders to review the rates of exclusion of pupils at trust, area, cluster and school level and identify where intervention is needed.
- At least 70% of pupils with SEND are on track to fully meet their targets for the end of the year. 90% are on track to meet at least half of their targets.
- Leaders at trust, area, cluster and school level are using information from the EFF to support the implementation of evidence based interventions  
<https://educationendowmentfoundation.org.uk/schoolthemes/special-educational-needs-disabilities/>

### **Term Three (Summer term 2020)**

- The SEND strategy group has analysed information from term one and two in relation to the minimum standards agreed and the targets set for SEND pupils by school leaders to identify where progress is strong and where extra attention is needed at a trust, area, cluster and school level.
- Analysis of pupils identified as SEND support shows that the gap in their attainment and the attainment of other pupils nationally is narrowing.
- Analysis of Ofsted reports of trust schools shows that provision for SEND pupils is a common strength. Mention of the impact of the strategy is beginning to emerge.
- MAT leaders have ensured that academy leaders and SENCOs evaluate teaching and interventions for SEND effectively.
- MAT leaders have established systems for supporting and reviewing the work of Teaching Assistants to ensure they have a positive impact on pupil progress.
- Analysis of exclusions across the trust shows that they are reducing, or where they are rare, this is being maintained. Overall exclusions are in line with national averages at trust, cluster and school level.
- Executive leaders review the rates of exclusion of pupils at trust, area, cluster and school level and identify where intervention is needed and has had an impact.
- At least 80% of pupils with SEND are on track to fully meet their targets for the end of the year. 95% are on track to meet at least half of their targets.

## **KEY PRIORITY 3**

### **3. Implementing effective policy, systems and processes relating to the trust and school SEND offers**

#### **Success Criteria**

#### **Overarching success criteria (Summer term 2021)**

##### **By July 21 (Term 6):**

- A clear SEND policy for the trust is understood and implemented effectively by all trust schools.
- SEND leaders can analyse the quality of provision for SEND pupils robustly, deeply and accurately.
- Clear policies and procedures support SEND leaders to be effective when planning, delivering and assessing provision for SEND pupils.
- Clear and robust systems and processes allow SEND leaders to monitor the use of exclusions and the quality of behaviour management effectively in all trust schools.

##### **Term One (Autumn term 2019)**

- The Trust SEND policy has been agreed at board level and distributed to all school leaders.
- SEND Strategy group cluster leaders have shared the contents of the trust SEND policy and identified areas of priority for development in each cluster and school
- ESM visit reports consistently include SEND provision as a key item that has been reviewed.
- ESMs have made contact with SEND leaders within the local authorities of the clusters they support to begin making meaningful links to improve practice.
- SEND strategy group cluster leaders have established a timetable for completing the Whole School SEND self-review in each school to moderate in school judgements
- At SEND strategy group meetings, relevant policies are reviewed to ensure they meet the expectations within the SEND strategy and areas for improvement or training are identified and feed into the CPD cycle at trust, cluster and school level
- Policies and processes to review exclusions in CAST schools have been strengthened and allow leaders to centrally review rates of exclusion in individual schools, clusters and the areas of the trust. There is evidence that exclusions are reducing.

- SEND Strategy group cluster leaders work alongside school SENCOs to review any exclusions that involve pupils with identified SEND to analyse any improvements that could be made to provision at trust, cluster or school level. Outcomes of these are fed back to cluster coordinators, ESMs and the Deputy Director of Education and Standards.
- The SEND strategy group have developed a rigorous process for internal behaviour management reviews that can be carried out by school leaders with the support of cluster coordinators or SEND Strategy group cluster leaders.

### **Term Two (Spring term 2020)**

- The Trust SEND policy informs all school's SEND policies which have been developed and agreed at cluster and school level.
- Areas of need from the previous terms analysis of the SEND policy have resulted in CPD that has led to improved provision across clusters and in schools.
- Analysis of ESM reports by senior executive leaders shows that SEND provision is a staple part of their work during the set Autumn and Spring Visits.
- The SEND Strategy group review two example SEND self-reviews that have been co-led in each cluster of the trust. Areas of identified need are fed back into cluster working.
- At SEND strategy group meetings, relevant policies are reviewed to ensure they meet the expectations within the SEND strategy and areas for improvement or training continue to be identified and fed into the CPD cycle at trust, cluster and school level.
- Policies and processes to review exclusions in CAST schools are established and allow executive leaders to review rates of exclusion in individual schools, clusters and the areas of the trust. There is evidence that exclusions continue to reduce.
- SEND Strategy group cluster leaders work alongside school SENCOs to review any exclusions that involve pupils with identified SEND to analyse any improvements that could be made to provision at trust, cluster or school level. Outcomes of these are fed back to cluster coordinators, ESMs and the Deputy Director of Education and Standards.
- The SEND strategy group review two example behaviour management self-reviews that have been co-led with cluster coordinators. Outcomes are used to inform the senior executive team of policy needs.

### **Term Three (Summer term 2020)**

- Evidence from ESM monitoring, monitoring within the SEND strategy group and in senior executive team evaluations (including inspections) demonstrates that schools are working in line with the trust's SEND policy.
- CPD and training has led to improved provision at trust, cluster and school level.
- ESMs are having a demonstrable impact on the implementation of SEND policies and practices at cluster and school level.
- At least a third of schools in the trust have revisited the Whole School SEND review with a cluster leader and improved provision as a result.
- SEND policies and procedures have been refined to reflect board expectations and the reality of working across 6 local areas.
- SEND exclusions are reducing. Where they do happen, robust plans have been implemented to ensure lessons learned lead to improved provision at trust, cluster and school level.
- At least two schools from each cluster have completed a behaviour management self-review alongside a cluster coordinator or ESM.

## **KEY PRIORITY 4**

### **4. Building capacity in SEND leadership through effective networking**

## Success Criteria

### Overarching success criteria (Summer term 2021)

#### **By July 21 (Term 6):**

- Established SENCO networks result in effective localised approaches to implementing the trust SEND strategy.
- SENCO network coordinators provide effective leadership for cluster schools because they are well informed by robust analysis, have agreed protocols for collaborative working and have established trust expectations for SEND provision.
- SENCO networks meet at least termly and include representatives from every school in the trust.
- SENCOs across the trust feel empowered to carry out their roles, support each other and provide low threatening challenge to their colleagues within their clusters and across the trust.
- SEND leaders are supported and challenged effectively to improve provision within their schools and clusters resulting in improved outcomes at all levels.

#### **Term One (Autumn term 2019)**

- SEND strategy cluster leaders have led two SENCO network meetings in their clusters across the term.
- Each SENCO network has agreed set priorities for improvement to work on across the year as a cluster.
- Protocols for the engagement of schools in the SEND strategy have been established in the initial meeting of the year.
- Each SENCO network has identified one of the four primary areas of need that they would like to specialise in and have fed this back to the DDOES.
- A programme of CPD has been delivered to each cluster in their agreed area of specialism. Plans for the rest of the year have been identified and planned into each cluster programme, including training for SENCOs, teachers and teaching assistants.
- Localised systems and processes have been agreed in each cluster to maximise the support that SENCOs, particularly those new to the role, can access within their cluster.

#### **Term Two (Spring term 2020)**

- SEND strategy cluster leaders have led two SENCO network meetings in their clusters across the term.
- SEND cluster groups have assessed their work against the priorities identified in term 1.
- All schools are equally represented at SEND Cluster meetings.
- SEND Cluster leaders have demonstrable evidence of the impact of their work in specialising in one of the four primary areas of need.
- CPD at cluster level is established and is in line with trust priorities, the priorities of the SEND strategy and the area of specialism identified for each cluster.
- Localised systems and processes are developing in each cluster to maximise the support that SENCOs, particularly those new to the role, can access within their cluster.

#### **Term Three (Summer term 2020)**

- SEND strategy cluster leaders have led two SENCO network meetings in their clusters across the term.
- SEND cluster groups have assessed their work against the priorities for the year.
- All schools are equally represented at SEND Cluster meetings.
- SEND Cluster leaders have demonstrable evidence of the impact of their work in specialising in one of the four primary areas of need and are beginning to offer packages of support and advice about their area to schools across the trust.
- Feedback from schools demonstrates that CPD to support the development of SENCOs, teachers and teaching assistants has improved provision for SEND pupils.
- Localised systems and processes are established in each cluster to maximise the support that SENCOs, particularly those new to the role, can access within their cluster.

<b>Priority 1:</b> Making the best use of resources to close gaps in provision	Term 1:		
Success criteria	Actions	Monitoring Arrangements	Resources
<ul style="list-style-type: none"> <li>○ <b>Analysis of SEND need across the trust is completed and informs plans for CPD at trust, cluster and school level</b></li> <li>○ <b>An audit of SEND leadership at cluster level has been completed and fed back to the SEND strategy group</b></li> <li>○ <b>Training in co-production has been delivered by SEND Strategy group cluster leaders to their clusters</b></li> <li>○ <b>The Deputy Director of Education and Standards publishes a resource book for SENCOs and HTs which includes details of key resources to support the leadership of SEND provision</b></li> <li>○ <b>A date and venue for a SEND conference has been confirmed and all HTs and SENCOs have been invited.</b></li> </ul>	<p><b>DDES:</b></p> <ol style="list-style-type: none"> <li>1. Complete SEND analysis with SEND overview tool, exclusions data and school ASPs.</li> <li>2. Create a training package on co-production at school and cluster level.</li> <li>3. Develop a process for co-producing policy and practice with SEND pupils and their parents at trust level.</li> <li>4. Create and publish a SEND Leadership Handbook for SENCOs and HTs.</li> <li>5. Set a date and venue for the Trust SEND conference.</li> </ol> <p><b>Strategic Group:</b></p> <ol style="list-style-type: none"> <li>1. Utilise outcomes of SEND skills audits to create a trust wide database of trust resources at a trust, area, cluster and school level.</li> <li>2. Use SEND analysis to agree SEND priorities for the SEND strategy which will inform cluster priorities.</li> <li>3. Agree content of SEND handbook to distribute to HTs and SENCOs.</li> <li>4. Agree format and content of SEND conference.</li> <li>5. Agree a consistent approach to assessment and identification of SEND across the trust by selecting specific screening and assessment tools for use in the trust.</li> </ol> <p><b>SEND cluster leaders:</b></p> <ol style="list-style-type: none"> <li>1. Share cluster level overview of skills audits once collated in SEND clusters.</li> </ol> <p><b>SEND clusters:</b></p> <ol style="list-style-type: none"> <li>1. Collate outcomes of SEND skills audit for each school to create an overview of strengths within the cluster.</li> <li>2. Share screening and assessment tools to be used to standardise approaches to identification.</li> </ol> <p><b>HTs/SENCOs:</b></p> <ol style="list-style-type: none"> <li>1. Complete SEND skills audit for school and submit to cluster leaders.</li> </ol>		

Priority 2: Improving outcomes by strengthening inclusion	Term 1:			
<p>Success criteria</p> <ul style="list-style-type: none"> <li>○ The SEND strategy group have agreed a set of minimum standards to reflect what good practice looks like for children who have SEND.</li> <li>○ Exemplification materials have been shared with school leaders that demonstrate good practice in promoting strong progress for pupils across the four primary areas of need.</li> <li>○ Policies and processes to review exclusions in CAST schools have been strengthened and allow leaders to centrally review rates of exclusion in individual schools, clusters and the areas of the trust. There is evidence that exclusions are reducing.</li> <li>○ Analysis of Ofsted reports of trust schools shows that provision for SEND pupils is strengthening.</li> <li>○ School leaders have established robust starting points for all pupils who have SEND and identified ambitious targets for them to achieve by the end of the year and how this will be monitored.</li> </ul>	<p>Actions</p> <p><b>DDES:</b></p> <ol style="list-style-type: none"> <li>1. Create and publish a SEND Leadership Handbook for SENCOs and HTs (to include minimum standards.</li> <li>2. Appendix to handbook includes exemplification materials for demonstrating good progress for pupils with SEND across the four areas of need.</li> <li>3. DDES to lead session at HTs briefing to discuss content of new pupil welfare policy of the trust.</li> </ol> <p><b>ESMs:</b></p> <ol style="list-style-type: none"> <li>1. ESM team to ensure that pupil welfare policy expectations are met in their portfolio schools through their established visits.</li> <li>2. ESM team to establish policies and processes around the use of exclusion in schools.</li> </ol> <p><b>Strategic Group:</b></p> <ol style="list-style-type: none"> <li>1. Agree content of SEND handbook to distribute to HTs and SENCOs.</li> <li>2. Analyse the use of exclusions across the academic year 2018-19.</li> </ol> <p><b>SEND cluster leaders:</b></p> <ol style="list-style-type: none"> <li>1. Lead SEND cluster meetings.</li> </ol> <p><b>SEND clusters:</b></p> <ol style="list-style-type: none"> <li>1. Review the use of exclusions in schools within the cluster. Establish areas of priority to work on together.</li> <li>2. Review the exemplification materials within the CAST handbook with SENCOs and agree methods for moderation of SEND targets.</li> <li>3. Agree pairs of schools to work together to support the monitoring of the implementation of provision to meet SEND pupils' targets.</li> </ol> <p><b>HTs/SENCOs:</b></p> <ol style="list-style-type: none"> <li>1. Agree and co-produce targets for SEND pupils that are ambitious and designed to support them academically and in their primary area of need.</li> <li>2. Work with leaders from partnered school to review the impact of provision on pupils' targets.</li> </ol>		Monitoring Arrangements	Resources

<p><b>Priority 3:</b> Implementing effective policy, systems and processes relating to the trust and school SEND offers</p>	Term 1:			
<p>Success criteria</p>	Actions		Monitoring Arrangements	Resources
<ul style="list-style-type: none"> <li>○ The Trust SEND policy has been agreed at board level and distributed to all school leaders.</li> <li>○ SEND Strategy group cluster leaders have shared the contents of the trust SEND policy and identified areas of priority for development in each cluster and school</li> <li>○ ESM visit reports consistently include SEND provision as a key item that has been reviewed.</li> <li>○ ESMs have made contact with SEND leaders within the local authorities of the clusters they support to begin making meaningful links to improve practice.</li> <li>○ SEND strategy group cluster leaders have established a timetable for completing the Whole School SEND self-review in each school to moderate in school judgements</li> <li>○ At SEND strategy group meetings, relevant policies are reviewed to ensure the meet the expectations within the SEND strategy and areas for improvement or training are identified and feed into the CPD cycle at trust, cluster and school level</li> <li>○ Policies and processes to review exclusions in CAST schools have been strengthened and allow leaders to centrally review rates of exclusion in individual schools, clusters and the areas of the trust. There is evidence that exclusions are reducing.</li> <li>○ SEND Strategy group cluster leaders work alongside school SENCOs to review any exclusions that involve pupils with identified SEND to analyse any improvements that could be made to provision at trust, cluster or school level. Outcomes of these are fed back to cluster coordinators, ESMs and the Deputy Director of Education and Standards.</li> <li>○ The SEND strategy group have developed a rigorous process for internal behaviour management reviews that can be carried out by school leaders with the support of cluster coordinators or SEND Strategy group cluster leaders.</li> </ul>	<p><b>DDES:</b></p> <ol style="list-style-type: none"> <li>1. Complete Trust SEND policy with support of strategic group and disseminate to schools.</li> <li>2. DDES to train ESMs to provide effective challenge in the quality of SEND provision.</li> <li>3. DDES to support ESMs to make contact with leaders of SEND at local authority level to discuss the SEND strategy and ways of working together to improve provision at trust, area, cluster and school level.</li> <li>4. Contact HTs and SENCOs to alert them to the new process for reviewing SEND exclusions and that cluster leaders will be in contact.</li> </ol> <p><b>ESMs:</b></p> <ol style="list-style-type: none"> <li>1. Contact SEND leaders at Local Authority level.</li> <li>2. To establish the review of impact on SEND pupils at each school visit.</li> </ol> <p><b>Strategic Group:</b></p> <ol style="list-style-type: none"> <li>1. Utilise outcomes of SEND skills audits to create a trust wide database of trust resources at a trust, area, cluster and school level.</li> <li>2. Use SEND analysis to agree SEND priorities for the SEND strategy which will inform cluster priorities.</li> <li>3. Agree content of SEND handbook to distribute to HTs and SENCOs.</li> <li>4. Agree format and content of SEND conference.</li> <li>5. Dedicate two hours to develop a self-review tool for internal behaviour management reviews.</li> </ol> <p><b>SEND cluster leaders:</b></p> <ol style="list-style-type: none"> <li>1. Share Trust SEND policy with SENCOs in cluster.</li> <li>2. Establish a timetable to work with SENCOs in cluster schools to review evidence that supports the Whole School SEND reviews completed by schools and to improve the accuracy of self-evaluation.</li> <li>3. Make contact with Cluster HTs and SENCOs to establish process for reviewing SEND exclusions.</li> </ol> <p><b>SEND clusters:</b></p> <ol style="list-style-type: none"> <li>1. Review Trust SEND policy and identify priorities for the cluster and their individual schools.</li> <li>2. Agree a timetable for reviewing other policies that relate to SEND provision in schools. Review any relevant policies as agreed in timetable.</li> <li>3. Establish process for sharing exclusion information with cluster leaders and trust so that SEND exclusions are reviewed and lessons learned to inform improvement planning.</li> </ol> <p><b>HTs/SENCOs:</b></p> <ol style="list-style-type: none"> <li>1. Complete SEND skills audit for school and submit to cluster leaders.</li> </ol>			

<b>Priority 4:</b> Building capacity in SEND leadership through effective networking	Term 1:			
Success criteria	Actions		Monitoring Arrangements	Resources
<ul style="list-style-type: none"> <li>○ SEND strategy cluster leaders have led two SENCO network meetings in their clusters across the term.</li> <li>○ Each SENCO network has agreed set priorities for improvement to work on across the year as a cluster.</li> <li>○ Protocols for the engagement of schools in the SEND strategy have been established in the initial meeting of the year.</li> <li>○ Each SENCO network has identified one of the four primary areas of need that they would like to specialise in and have fed this back to the DDOES.</li> <li>○ A programme of CPD has been delivered to each cluster in their agreed area of specialism. Plans for the rest of the year have been identified and planned into each cluster programme, including training for SENCOs, teachers and teaching assistants.</li> <li>○ Localised systems and processes have been agreed in each cluster to maximise the support that SENCOs, particularly those new to the role, can access within their cluster.</li> </ul>	<p><i>DDES:</i></p> <ol style="list-style-type: none"> <li>1. Complete SEND analysis with SEND overview tool, exclusions data and school ASPs and identify clusters and areas that have specific areas of need that are a priority.</li> <li>2. Create a training package on co-production at school and cluster level.</li> <li>3. Develop a process for co-producing policy and practice with SEND pupils and their parents at trust level.</li> <li>4. Create and publish a SEND Leadership Handbook for SENCOs and HTs.</li> <li>5. Set a date and venue for the Trust SEND conference.</li> </ol> <p><i>Strategic Group:</i></p> <ol style="list-style-type: none"> <li>1. Establish a programme of CPD to be delivered at trust, area, cluster and school level in the areas of need identified by clusters for specialism.</li> <li>2. Develop a package of support, including relevant CPD, that allows schools across the trust to strengthen their awareness of trauma informed practices.</li> </ol> <p><i>SEND cluster leaders:</i></p> <ol style="list-style-type: none"> <li>1. Lead SEND cluster meetings with established protocols for engagement of schools.</li> <li>2. Inform DDES of the area of need that their cluster will specialise in.</li> <li>3. Disseminate trauma informed package information to cluster SENCOs.</li> </ol> <p><i>SEND clusters:</i></p> <ol style="list-style-type: none"> <li>1. Agree priority areas for the cluster to work on to improve SEND provision and make the best use of resources.</li> <li>2. Establish an area of need that the cluster will specialise in, using intelligence from SEND strategy.</li> <li>3. Agree protocols for providing school to school support, in particular where there are SENCOs who are new to post.</li> <li>4. Organise training for teaching assistants that ensure they can specialise in the main areas of need: SpLD, MLD, SEMH, SLCN and AS</li> </ol> <p><i>HTs/SENCOs:</i></p> <ol style="list-style-type: none"> <li>1. Complete SEND skills audit for school and submit to cluster leaders.</li> </ol>			

