SEND STRATEGY FRAMEWORK 2025/26

Leadership
Vision, Values, Key priorities, Roles and Responsibilities of Key Staff

Vision, Values, Aim
- All leaders have the vision of developing inclusive ethos and practice to improve outcomes for all learners with a whole school approach; SEND is everyone's responsibility (staff, pupils and parents).
- All leaders believe and promote that good inclusive teaching is good for all.
- All leaders ensure there is an inclusive curriculum with equitable access to high-quality teaching and wider and extra-curricular activities.

Key priorities
- Children with SEND needs are accurately identified.
- All SEND children have an agreed Termly Plan with SMART targets.
- Provision is in place and effective for pupils with higher needs.
- Staff have a robust understanding of the needs of the pupils in their class.
- There is high quality SEND teaching in every lesson
- Staff are upskilled to be teachers of SEND through a robust CPD offer
- SEND pupils make good progress from their individual starting points
- All learning areas are inclusive friendly areas of learning
- Resources are evident in every classroom allowing pupils to access the curriculum and work more independently
- Provision mapping is in place to ensure needs are identified and effective provision is in place.
- Outside agency support is targeted and effective and reviewed termly.

Roles and Responsibilities of Key Staff
SEND is at the heart of all decisions at Charter
JW- SENDCO
LD- Inclusion Lead and DH
LA- Family Support Worker
DM- Learning Mentor
TM/FK- SEND HLTAs
CL/SC- SEND TAs

Teaching and Learning
CPD, Research and in class teaching

CPD and Research
CPD has a high profile and there is a strategic plan. SEND runs through all aspects of CPD.
Time is committed for development of all staff with the aim of all teaching staff being effective teachers of SEND.
Staff have access to the Trust training for using iPads for accessibility.
Videos and guidance sheets are available on Firefly and include gaining confidence using 'translate, look up, magnifier, spoken content, filters to set back ground colours, immersive reader Individual resource packs are provided for all SEN pupils which supports them to access the curriculum with increasing independence. Where need is identified, individual resources are provided such as ear defenders; sit and fit cushions or Therabands.

Autumn Term-

Teacher day- Developing Inclusive practice with a focus on digital technology
Regular individual provision meetings for each teacher led by SENDCo
Weekly Master classes
Level 5 dyslexia training- SENDCo
Speech and Language training for individual staff
SENDCo Apprenticeship training- HLTA
SEND Challenge Partners
Trust SEND support group

Spring Term-

Teacher day- Developing Inclusive practice with a focus on digital technology
Regular individual provision meetings for each teacher led by SENDCo
Weekly Master classes
Fortnightly coaching CPD
Level 7 dyslexia training- SENDCo
Bucket Therapy- CCT
Comic Strips- CCT
Precision Teach- EP
PDA- EP
SENDCo Apprenticeship training- HLTA
SEND Challenge Partners
Trust SEND support group

Developing Provision
Communication processes; Transition arrangements; resources;

Communication processes
Parents
- Working with parents is really important to us so developing communication is a key priority.
- Regular contact through emails, phone calls and Class Dojo.
- Termly meetings
- Termly plans sent home.
- Parent feedback on targets
- Parent questionnaires.
- SENDCo on school gate at start and end of school day
- Parent working groups
- Regular coffee mornings
- SEND information on weekly newsletter

Governor
- Regular contact with SEND governor
- SEND governor is very experienced in SEND

Resources
- Priority is to ensure all classes are well resourced to allow all children to access the curriculum. Resources to support learning are clearly visible in all learning areas.
- Ipads support accessibility needs

Transition arrangements
- There is a transition plan for all pupils during the Summer term.
- Bespoke transition plans are put in place for those pupils who need one.
- Meetings and visits are held with EY provisions and Secondary schools.
- The Pastoral team and/or SENDCo meet with new families and contact previous school to ensure a smooth start for new pupils.

Extra Curricular
- All pupils are able to access extra-curricular activities including residential trips.

Agency support
- The Communication Shop- speech and language therapist 1 day per week
- Complex Communication Team- 1 afternoon per week
- Social Emotional and Mental Health- 1 morning per week
- EP service- on a regular basis

Identification
Process and methodology, Diagnostic tools, Pupil Profile

Process and methodology including any diagnostic tools
Pupils are identified in a variety of ways:
- Information from previous schools including EY settings
- Robust data scrutiny
- Pupil progress meetings
- Data
- Parental concerns
- Teaching staff concerns
- SEMH needs are also identified by the pastoral team.

Pupil Profile – Key metrics
No of EHCP: 13 (+ 2 under assessment) (4%)
No of SEND Support: 77 (23%)
Key need: CL/CI/SEMH

Intervention and strategies to support
Internal and external support

Intervention strategies
Where interventions take place, they are evidence based and monitored to ensure effectiveness.

Internal interventions
Enhanced Learning Provision supports pupils with a higher level of need including children with an EHCP.

Agency Support
- We commission appropriate agency support including EP, CCT teacher, SEMHL teacher and Speech and Language therapist.
- School buys in EP support
- Counsellor (one day per week)
- Speech and Language therapist (one day per week)
- School buys in weekly support from SEMHL and CCT

Tracking and Monitoring
Data systems and process; accountability process, QA, reporting

Data systems and process
There are clear processes in place; register, Termly Plans, provision map, termly monitoring cycle.
- Arbor and Smartgrade tracks progress in Reading, Writing, Maths, EY Areas of Learning, Reading Age, Reading Fluency.
- SEND pupils are monitored on a termly basis to inform the following terms provision, looking at teacher assessment, reading age data, Annual plan targets, assessment and exclusions.

Accountability process/ QA/ reporting
- Regular staff, parent and pupil questionnaires are completed and any areas for development added to the SEND action plan.
- Monitoring of provision; drop-ins, lesson observations, pupil interviews, work trawls, is completed on a regular basis.

SEND