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IFtL SEND strategy

What does our SEND offer look like across IFtL?

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...Right support in the right place, at the right time



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1 Our 'Belonging' IFtL Culture Vision & Values

At IFtL, we believe in ambitious progress and outcomes for all our young people and this relies on the strength of our schools investing in excellent teachers for every learner with SEND to reach their potential.

Everyone is a teacher of SEND; it is everyone's responsibility to ensure that every learner with SEND is valued and receives the best across all areas of school and wider life. We all, together, champion each learner with SEND and relationships with learners, families and external expert partners are at the heart of everything we do. We celebrate and promote an equitable and diverse community where inclusivity is promoted and celebrated. We have unmovable high ambitions for all our learners with SEND which includes access to a broad, balanced and rich curricula so that they achieve the best possible outcomes, which includes but goes beyond the academic, and so they are successful and fully prepared for the next stage of education and ultimately life. We want all our learners with SEND to be independent and able to make informed decisions about their futures.

Continuously developing the skills, knowledge and evidence based research for all our staff and roles is key to ensuring all staff are equipped to provide the best for all our learners with SEND. We are committed to ensuring all our learners are given exceptional opportunities to aspire and be ready for their next destination which includes access to a broad, rich and ambitious curricula. Clearly coherent curricula are assessed in agile ways to provide information to ensure provision for all learners meets their needs and interests in a universal yet bespoke and targeted way. Leaders across schools and the Trust, including Governors and Trustees, provide astute and insightful challenge to ensure the quality of education enables all learners, including those with SEND, to excel.

Our SEND Commitment – Strong Schools

Our IFtL strategic priority within Strong Schools is to: 'Embed a SEND strategy to ensure that individual ambition and potential is achieved through targeted support.'

Through embedment of the IFtL coherent and effective SEND strategy, we will achieve our vision and values and tirelessly strive to provide accessible, equitable, aspirational opportunities for all our young people. All our schools will deliver high standards across all areas of the curriculum which includes engaging, adaptive, evidence based and rewarding lessons that build rich learner knowledge for life. This will enable our learners with SEND to flourish and promote creation of ambitious, lifelong learners within a positive learning inclusive culture.



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What is Special Educational Needs and Disabilities (SEND)?

The code of practice 2015 defines SEND as, "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him/her/them"

Code of Practice: Planning support – Assess, Plan, Do and Review

All our schools use a continuous cycle of '**assess, plan, do and review**' which enables the pupils' achievements and progress to be measured over time.

High quality teaching

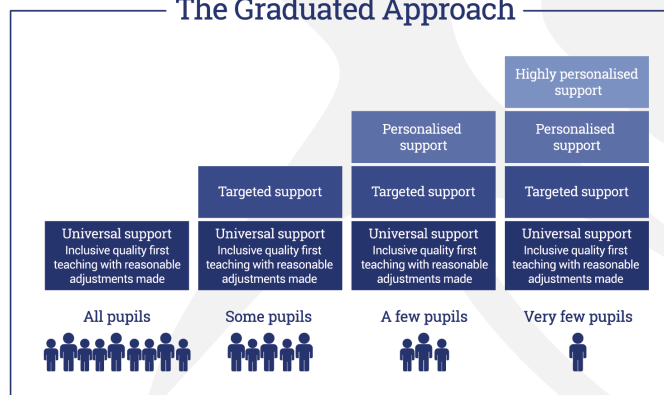
- ✓ High ambitions and expectations for all including SEND and Pupil Premium
- ✓ Sharp focus on key knowledge and skills
- ✓ Adaptive teaching – the same educational end points and breaking down into smaller components

Ambition & Excellence for our Learners with SEND

Our SEND ambitions & principles:

- Everyone is a teacher of SEND
- Relationships are at the heart of everything we do
- Excellent teachers and high-quality teaching
- Celebrate and promote an equitable and diverse community
- High ambitions including access to a broad, balanced and rich curricula
- Ambitious progress and outcomes
- Independent and able to make informed decisions about their futures
- Fully prepared for the next stage of education and ultimately life
- Quality professional development for all staff
- Working skilfully together including with external experts, including the social care and health team

The Graduated Approach



IFtL Equality Objectives

Inclusion and SEND underpin our equality objectives: value and reflect diverse society, raise attainment and quality of provision, ensure quality and equitable provision, safeguard and protect; promote equal opportunities and non-discriminatory practices.



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Code of Practice : 4 main areas of SEND

- **Cognition and Learning Difficulties**
(Specific Learning Difficulties, Dyslexia, Dyscalculia, Moderate / Severe / Profound Learning Difficulties)
 - **Social, Emotional and/or Mental Health Needs**
(Depression, ADHD, Eating Disorders, Anxiety Disorders, Mental Health Issues, Social Disorders)
 - **Communication and Interaction Needs**
(Speech, Language and Communication Needs, ASD)
 - **Sensory and/or Physical Needs**
(Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Physical Disability)
- Some learners may have needs in multiple areas

Voice of the learner with SEND and parents/carers

Gaining parental and learner with SEND viewpoints are paramount and this must be in place across all areas of SEND

Where to find additional information

- School website and the SEND information report
- Milton Keynes schools – LA Website: www.mksendlocaloffer.co.uk
- Corby schools – LA Website: www.northamptonshire.gov.uk/councilservices/children-families-education/SEND

The IFtL Strong Schools SEND ambition is to **embed a SEND strategy to ensure that individual ambition and potential is achieved through targeted support'** (IFtL Strategic Plan 2022 to 2025)

Our IFtL Values : **F**un **U**nique **T**ogether **U**nafrail **R**esponsible **E**nergetic **S**afe



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Our IFtL Equality Objectives

Inclusion and SEND underpin our equality objectives which are detailed below:

-  For our staff, and those in governance, across the IFtL trust to value and reflect the diverse society of the whole IFtL community, inclusive of our local communities.
-  To raise the attainment and quality of provision for all vulnerable pupils including those who are disadvantaged, SEND and those who are lower attaining, to enhance their life and educational opportunities.
-  To ensure quality and equitable provision and bespoke support for all vulnerable children including those who are potentially at the risk of internal inclusions, fixed term suspensions or permanent exclusion.
-  To safeguard and protect all children, swiftly identifying and effectively supporting them and their families, improving their life chances to be successful and achieve highly.
-  To ensure Human Resources procedures including recruitment, development and employee relations matters reflect the Trust's vision, promoting equal opportunities and non-discriminatory practices.



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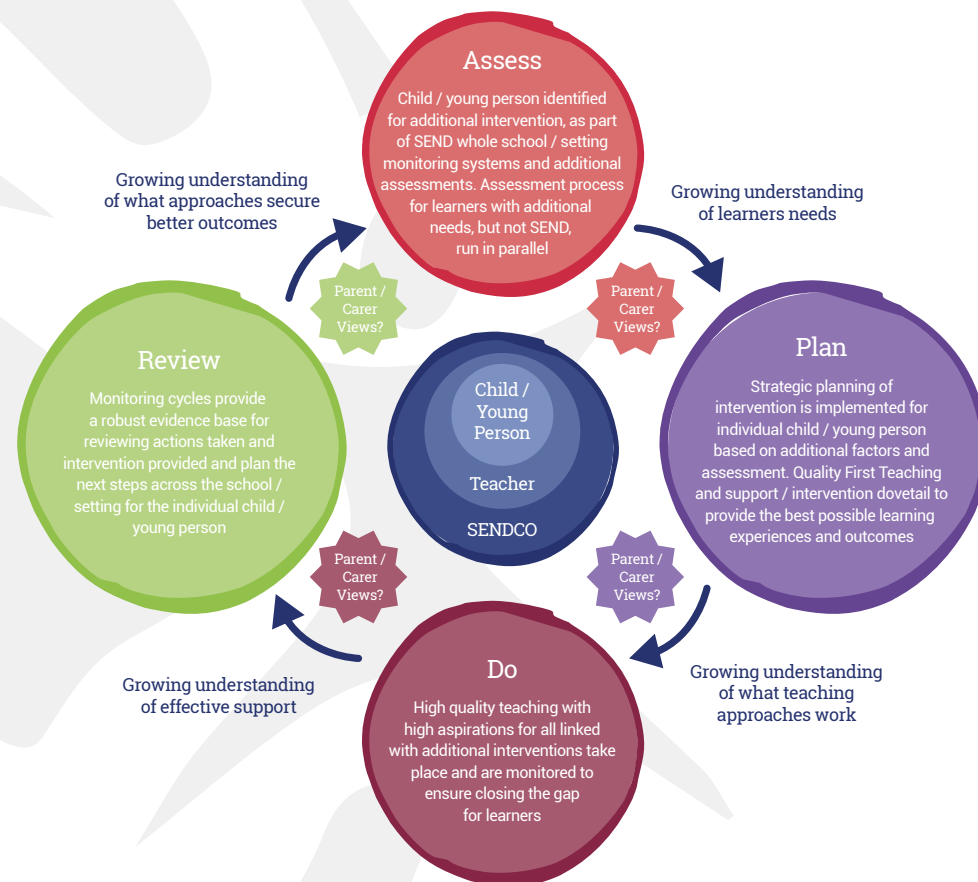


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4 How do we plan for our Learners with SEND?

All our schools plan for our SEND support using the Code of Practice graduated approach – **Assess, Plan, Do and Review cycle**. We believe the views of the Learners with SEND and their families must be prioritised and must be given careful consideration during the cycle. **This cycle will be repeated as many times as needed to help the Learner with SEND progress and achieve our ambitious outcomes.**

Individual Child / Young Person 'Assess, Plan, Do, Review'



Swift and timely responses appropriate to the provision/strategy

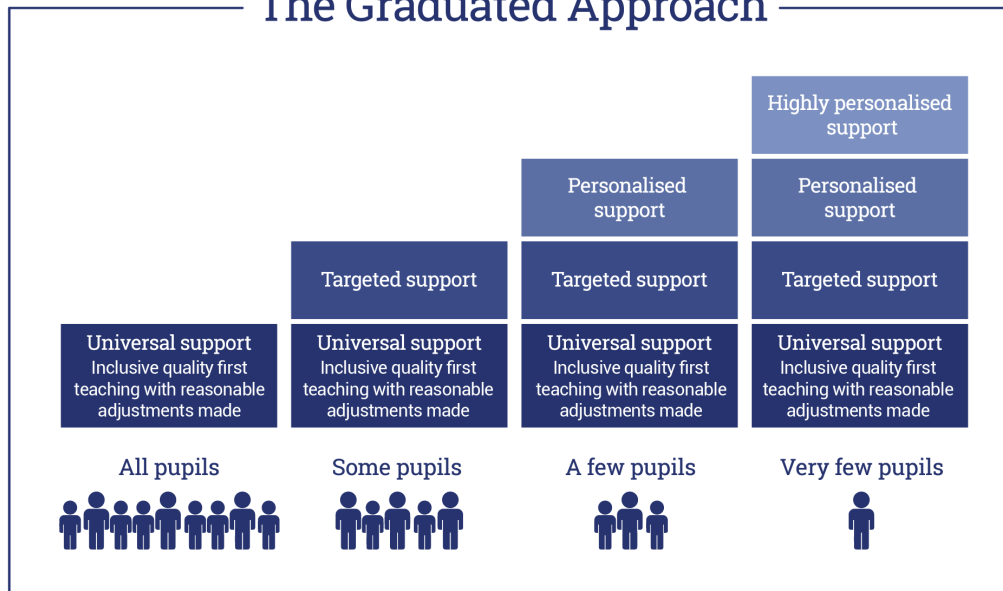


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The Graduated Approach



All IFtL school staff use [The Graduated Approach](#) to support learners with SEND through universal support. Teaching and work must be adapted and reasonable adjustments made for Learners with SEND. For any learner receiving support, this will be recorded on the Provision Map under their pupil passport and learning plan.

5

Our IFtL SEND offer

The [SEND Code of Practice 2015](#) is the statutory guidance that explains how the Children and Families Act 2014 is put into practice. It sets out how children and young people's special educational needs and / or disabilities should be met. All local authorities, health services and schools have to follow it. At IFtL, we ensure we fulfil the requirements of the code and all staff must be aware and understand the key requirements within this document (Section 6 P91-110) [SEND Code of Practice January 2015.pdf](#)



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Rooted in research

At IFtL, we believe in the importance of our SEND offer being informed by and rooted in a range of research with particular focus on Education Endowment Foundation ([EEF](#)), Ofsted ([Framework](#)) and National Association for Special Educational Needs ([NASEN](#)). We incorporate key research of what is proven to be most successful for learners with SEND and their families into our strategies and provision.

1. We believe that every school leader is a leader of SEND (EEF) and ensure:



Create a positive and
supportive environment
for all learners with
SEND, without exception



Build an
ongoing, holistic
understanding of
learners with SEND and
their needs



Ensure
all learners with SEND
have access to
high quality teaching



Complement high quality
teaching with small
group and 1:1 interventions



Work
effectively
with teaching assistants
and additional adults

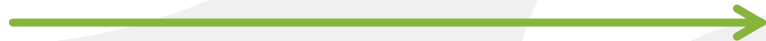


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2. Every teacher is a teacher of SEND and the importance of high-quality teaching strategies for learners with SEND (EEF):



Critically review
how we work
with parents



Provide
practical
strategies to
support
learning at
home



Tailor school
communications to
encourage positive
dialogue about
learning



Offer more
sustained and
intensive
support where
needed

3. Effective parental engagement
for learners with SEND is key:





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6 What success looks like for our learners with SEND:

The Ofsted framework highlights what success looks like for Learners with SEND and that high quality provision will ensure the following is in place:

- **Identification:** Accurate identification of Learners with SEND including if they are not SEND
- **Assess:** what Learners with SEND struggle with and accurately know what their needs are
- **Meet need:** the school are effectively meeting the variety of needs of all their Learners with SEND; what is the school doing about meeting their needs and how well are they meeting need? Adaptive teaching is a key strategy to meet needs universally as part of High-Quality Teaching.
- **Ambition:** Schools have the same ambition for Learners with SEND as their peers across all areas of school and wider life. This includes access to the broad and balanced curriculum.
- **Coproduction:** Schools and expert external services working effectively together to meet the needs of the Learner with SEND and their family with the Learner with SEND at the centre.
- **Success:** All Learners with SEND must thrive and achieve success. This includes them receiving a good quality of education, access to a broad and balanced curriculum, Learners with SEND achieve exceptionally well and achieve the best possible outcomes.



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What am I responsible for?

Everyone plays a role!

The responsibility for pupils with Special Educational Needs is part of the role of all members of the school community. **Everyone is a teacher of SEND; it is everyone's responsibility** to ensure that every SEND learner is valued and receives the best across all areas of school and wider life. We all, together, must champion each SEND learner and relationships with learners, families and external expert partners. Our parents/ carers within our school community are a vital source of information regarding their children and it is paramount that a respectful and supportive relationship is established to aid good communication and consistency of approach. Parents/ carers are responsible for working alongside the school to ensure best practice for their child as well as sharing information to ensure that the school can effectively meet their child's need. Their viewpoints are paramount and must be sought.

When determining the roles and responsibilities of each member, we need to ensure we fulfil key requirements including those stated within [Competency Framework for Governance \(2017\)](#); [SEND Code of Practice 0-25 years \(2015\)](#), [Head teacher Standards \(2020\)](#) ; [Teacher Standards \(2021\)](#)



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How do we identify SEND?

Identifying and profiling SEND

Identifying key areas

All our schools use a range of tools to identify the needs of their learners. These will include but not be limited to academic progress measures, observations, screening tools and discussions with learners and their families. External agencies and experts will be fundamental in diagnosis and schools will refer as appropriate according to the learner with SEND's needs.

Internal school and trust panels

All our schools will have an internal opportunity for teachers to discuss individual Learners with SEND's needs and seek support and advice on how to meet the needs and what next steps should be undertaken. In addition, the IFtL vulnerable learner panel meets monthly and schools are able to present the case of a Learner with SEND for whom they need additional advice and strategies.

Our IFtL 'middle children'

We know and recognise that young people often experience multi-vulnerabilities and that these add further barriers and challenges we must support the learner and their families to overcome. At IFtL, we have identified what we identify as our 'middle children' who have three key vulnerabilities: SEND, Safeguarding and Pupil Premium. We are especially robust and sharp with our monitoring and tracking of these young people to ensure that they are fully accessing and achieving well across all areas of the curriculum and school life.



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9 How do we plan & review?

All Learners with SEND identified as having additional needs and placed on the SEND register will be monitored using the Assess, Plan, Do Review cycle (APDR); the way this is recorded and the frequency that targets are reviewed will differ dependent on the complexity of need and the anticipated level of support that will be required for each Learner with SEND. All learners with SEND across IFtL will have pupil support plans. They are written by the class teacher with input and support from the Team Around the Child and the SENDCO as appropriate. An outcome is the benefit or the difference that parents and professionals would notice in the child or young person as a result of the support given. An Education Health Care Plan is for a child or young person that has a significant and complex Special Educational Need or Disability.

It is essential that the Learner with SEND and family have their views included on PSPs, SEN Support Plans and EHCP's. Parents and learners should have input into the outcomes towards which they are working. There is a dedicated section for this on EHCPs and a one-page profile can be used to gain the Learner with SEND's views on the best ways to help and support them and how they feel about school to be included with SEN Support Plans and PSPs.



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10 How do we meet need?

Curriculum access

All learners in IFtL schools are entitled to access a broad, rich and balanced curriculum offer regardless of their SEND need. In extenuating circumstances, the few learners who are unable to access this through the graduated response approach may be learners who access additional provision within trust schools. It is essential that any Learner with SEND following a personalised curriculum or timetable, must still access the full curriculum offer; this is an entitlement for all learners. Where adaptive teaching is not sufficient, then learners should be planned for using the IFtL assessment tool to identify small step progress across the curriculum.

High Quality Teaching

All our learners, including those with SEND, **must have access to HQT and effective adaptations** to support them in place. Examples include:

High ambitions and expectations for all including SEND and PP	Sharp focus on key knowledge and skills	Adaptive teaching –the same educational end points and breaking down into smaller components
High quality resources & effective questioning	Revisiting learning and additional practice	Recall and review strategies – including pre and post teaching
Modelling and worked examples	Purposeful learning actively involving the children	Variety of teaching strategies and targeted/ tailored support
High levels of engagement	Explicit teaching of vocabulary	Reading throughout the curriculum



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Accessibility and use of technology

Technology can be a valuable resource for children with additional needs. The use of 1-to-1 devices will allow for greater access to apps and tools to support our Learners with SEND and this is to be in place for all Learners with SEND across IFtL in line with the 1-to-1 strategy.

Wider and extended school access

Schools must ensure that ALL learners with SEND are considered and included in opportunities offered to peers their age. Under the Equality Act (2010) it is considered unlawful to discriminate between learners with SEND based on disability, race, age, gender reassignment, religion/belief or sex.

A pupil is considered to have a disability if they have a “physical or mental impairment which has long-term and substantial adverse effect to carry out normal day-to-day activities.”

A learner with SEND must not be excluded from a trip or visitor based on their needs or behaviour. Schools must carefully consider all trips and that they are appropriate for the whole cohort.

All our Learners with SEND must have every effort made to ensure they fully participate in all aspects of school and wider life. Learners with SEND must not have their opportunities limited due to their special educational need or disability. Schools have a legal responsibility to ensure that learners have equitable access and where needed, appropriate adaptations are made to ensure that they access the school curriculum and wider school offer. All schools will offer the IFtL Childhood Pledge to all children including learners with SEND.



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Transitions & Destinations

The SEND Code of Practice (2015) emphasises the importance of carefully planned and managed transitions throughout the duration of a Learner with SEND's time in education. This includes not only change of school/setting but transitions within the same setting. Working collaboratively is vital for transitions to be successful. This should include professionals sharing information and having discussions regarding the needs and necessary provision of individual Learners with SEND as well as consulting with and informing parents/ carers. Learners with SEND must be considered and consulted as a part of this process.

It is paramount that we ensure all our learners, including those with SEND, are ready for the next stage of their education and fully prepared for life. Promoting independence and a sense of belonging is key. We must ensure we equip our learners with SEND to be solution-focused, resilient and empowered to grow and develop.



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How do we meet significant need?

It is likely within any educational setting that there will be pupils that have significant special educational needs. In line with IFtL's vision and values, it is everyone's responsibility to ensure that every SEND learner is valued and receives the best across all areas of school and wider life. Schools must have the same ambition for SEND learners as their peers across all areas of school and wider life. This includes access to the broad and balanced curriculum. This is no different for children with significant special educational needs.

When meeting the most significant need, schools will need to adopt individual approaches that are personalised to the needs of the learner, focusing on removing barriers to learning, that retain access to a broad and balanced curriculum. In exceedingly rare cases, some pupils may require curriculum adaptations. This should be for the shortest time possible, and the end goal should always be for the child to return to the full curriculum as swiftly as possible.

The IFtL Vulnerable Pupil Panel will support schools in meeting the needs of the most vulnerable and high needs learners with SEND.

Specialist and Additional provisions

Some IFtL schools host local authority led provisions, for learners with SEND deemed appropriate and placed by the Local Authority. Schools may also have additional provisions that are led by the school developed in response to meet a particular need or needs of their Learners with SEND within the school. When the need for a new provision has been identified within a school, this is agreed with the IFtL Vulnerable Learners Panel. The remit of the panel will be to consider the purpose and criteria for the provision to ensure it fits in within the IFtL guidelines for additional provisions. Some learners, in exceedingly rare circumstances, may require significant adaptations such as part-time timetables. Again, these should be used for the least time possible.

The ethos of additional provisions should be, **if they can access their mainstream class and the wider school, they should and must**. Access should not be dependent on staffing and timetabling; it should be based around the learners with SEND's best interests and rights.

In extenuating circumstances, it may be appropriate for learners with SEND to access alternative provisions (AP) offsite. This should be done for the shortest time possible and have the sole purpose of meeting the needs of the individual needs of the Learner with SEND. Parents and carers must be fully involved in the decision for their child to access an AP and permission gained in writing. External expert agencies and the appropriate Local Authority must be consulted.



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12 Who can help us?

External agencies and expert help

Working in collaboration is vital in supporting learners with additional needs, it is only then SEND learners can achieve their best outcomes. There can be a number of external professionals involved in supporting a learner with additional needs this can include (but doesn't limit to) Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists, SENDIAS, CAMHS, Paediatricians, Specialist Teaching Teams from the Local Authority and Social Care providers including Children's Family Practice, Children's Social Care and the Children with Disabilities team. Schools will involve as many appropriate agencies as needed to best meet the needs of any SEND learner.

All learners have specific needs and therefore may have different experts involved within their care, wherever possible there should be regular communication and updates between those involved supporting a learner, this support may incorporate joint meetings, observations as well as reports with recommendations and outcomes. Parents must also be considered at the heart of this collaborative process, being involved and informed throughout every step of their child's educational journey. An external report must be stored securely within the SEND learner's file and shared with teachers/ staff to follow the recommendations which needs to be monitored by the SENDCO. The SENDCO or SEND team must also ensure that the parent/ carers have a copy of the report(s).

CPD and training

All our staff – teachers and support staff working with SEND – must be effectively trained and supported to help them meet their Learner with SEND(s) needs. We need to ensure that staff are fully equipped and have the right knowledge, skills and understanding so they can meet all Learners with SEND needs. This training includes delivering high quality teaching (teachers and support staff) and how to effectively adapt teaching to meet need as part of the graduated approach.

The IFtL learning platform provides a wealth of information, courses and videos on all areas of school practice including SEND. These can be accessed at any time making them a useful resource which provide staff with flexibility to access at a time that best suits them. The content available on the learning platform will only continue to grow, with members of the IFtL trust as well as external experts contributing information to the platform. The platform can be accessed at:
<https://www.iftlearningplatform.co.uk/videos>



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Trust support

There is a wide range of support for learners with SEND with additional needs within the IFtL trust. Schools can contact the 'Pupil Support' team where a Specialist Advisor can be allocated to provide support in relation to any area of SEND practice.

There is also a termly 'Vulnerable Learners' panel which includes members of the Pupil Support and Safeguarding teams. This provides schools with an opportunity to discuss individual learners with complex needs and their next steps. This enables and promotes professional dialogue, ensuring that appropriate paperwork and provision is in place and sharing of expertise and support across the Trust.

13 Monitoring and assessing need

All learners on the SEND register will have a Pupil Support Plan (PSP) where outcomes are identified alongside provision to support the learner in achieving the outcome. SENDCO's monitor the quality of plans to ensure that children's needs are being accurately recorded and planned for. Alongside this, the SENDCO should monitor the quality of the provision in place through drop ins and record scrutiny to ensure standards of provision are strong.

For the vast majority of learners, academic progress can be measure through whole school assessment processes in both core and non-core subjects. For some learners, additional or alternative assessments will need to be undertaken by the class teacher using the trust wide assessment framework to measure small step progress. Every learner should be assessed at least termly and outcomes recorded using the trust wide assessment system. A range of evidence should be used to assess progress for learners and moderations attended to support accuracy of judgments.

Progress against specific outcomes are identified in learner's PSP's should be recorded on Provision Map when outcomes are reviewed termly.



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Assessing and evidencing progress

All EHCP's must be reviewed annually in line with the date of the plan. Parents/carers and external professionals alongside SENDCO and class teacher should attend the review meetings. All learners with SEND on the SEND register must have a PSP with clear outcomes planned for to meet the identified needs. These should be reviewed three times per year and shared with parents/carers.

Assurance and external quality assurance – checking and evidencing impact

Assurance to validate, check and evidence the leadership and quality of provision across the school and Trust is fundamental. At IFtL, we believe in assurance which works alongside schools and leaders with professional development and growth opportunities being promoted. A range of assurance activities for SEND will occur across the Trust and the schools which include SEND external reviews, educational reviews, quality assurance days to name a few.

Governance

Governance is a fundamental part of the assurance process and during, for example, LGB meetings, Board of Trustee meetings, governor and trustee visits, Trust Accountability Boards are all mechanism governance must check and assure themselves about the school including the provision and outcomes for Learners with SEND. As stated previously, governors ensuring meeting of the Equity Duty and Code of Practice is a legal requirement of their role.



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14 How do I ensure the best use of SEND funding?

Provision management and funding

Provision mapping enables the costs associated with the provision of a learner to be included, enabling SENDCOs and leaders to track the spend on meeting a Learner with SEND's needs. The reports in provision map will support schools in demonstrating the level of support needed to meet the learners need. As a Trust, the provision mapping tool we use is provision mapping.

Evidencing value for money

Additional funding is provided to ensure Learners with SEND make progress and we meet their varied needs effectively. Where outcomes are not being met on PSP's or EHCP's, then the funding is not being applied appropriately and provision should be changed to ensure that the learner is able to make progress against the outcomes set. SENDCO's and Leaders should monitor the value for money regularly.



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Acknowledgements

Thank you!

Thank you to everyone who has contributed to the creation of the suite of SEND documents. Many heads, ITT and all the SENDCos have been actively involved in this project.

A special mention to Fairfield's Special School and Lesley Elder, head teacher, who have supported us with the development of the SEND strategy and assessment system.

Thank you also to Maplesfield and Jessica Walker, head teacher, for their support and advice.



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“Everyone’s responsibility
– everyone is a teacher
of SEND.”