Hill Farm SEND Strategy- Approach to improving outcomes for pupils with SEND

Leadership and Ethos Vision, Values, Key Priorities, Roles and Responsibilities of Key Staff	**School SEND Priorities**	**The Six Principles (SEND 5 A Day)**
Vision, Values, Aim **<u>Ethos</u>** At Hill Farm, we strive for the educational experience for learners with Special Educational Needs and Disability (SEND) to consistently be as good as it is for learners without SEND (equity of educational experience for all learners). Pupils with SEND have the greatest need for great teaching and are entitled to provision that supports achievement at, and enjoyment of, school. All pupils, in all schools are entitled to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. As a school, we focus on improving the quality of teaching and learning in classrooms and ensuring pupils are full members of the school community who have a rich and positive experience. **<u>Key priorities</u>** • Pupils with SEND receive impactful, inclusive teaching and have a balance of appropriate class, group and individual support to achieve the best possible educational outcomes. • Pupils with SEND are taught a broad, rich and ambitious curriculum. • Pupils with SEND engage with a learning environment that supports confident communication. • Pupils with SEND use different support strategies that teachers provide to help them learn. • Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly. • Pupils with SEND have a parent/carer that works in partnership with the school to achieve genuine co-production to maximise outcomes. • Pupils with SEND are prepared for the next stage in their education, training or employment. • Pupils with SEND are set homework that is matched to their individual needs. • Pupils with SEND have the opportunities to become involved in pupil voice and wider curriculum activities. • Pupils with SEND take part in evidence informed interventions to overcome barriers to learning. **<u>Leadership</u>** All leaders have the vision of developing an 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 quality first inclusive teaching is outstanding for all. Roles and Responsibilities of Key Staff DW- Executive Lead for Primary SEND and Aspirations KR– Associate Deputy Headteacher and SENCO – Primary SEND Lead KH – SEND admin support External agencies- EP, CCT, SEMHL, Pepper Therapy, MHST	• Using an evidence-based approach with reference to the Education Endowment Fund (EEF) guidance and toolkit to identify whole school strategies which have a sharp focus on improving outcomes for all pupils with SEND. • Creating a positive and supportive environment for all pupils, without exception. • Building an ongoing, holistic understanding of pupils and their needs. • Ensuring all pupils have access to high quality teaching. • Ensuring all pupils are taught a broad, rich curriculum that is ambitious and designed to give pupils, particularly pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life. • Complimenting high quality teaching with carefully selected small-group and one-to-one interventions. • Working effectively with skilled and trained teaching assistants. • Adaptive Resource Provisions (Acorns and Willows) to support children with significant SEND needs to access an individualised bespoke curriculum. • SEND 1-1 support for children on an EHCP.	• **Cognitive and Metacognitive Strategies** Managing cognitive load (**explanation, modelling and questioning**) is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning. • **Explicit Instruction** Teacher-led approaches with a focus on clear **explanations, modelling** and **frequent checks for understanding**. This is then followed by **guided practice**, before **independent practice.** • **Scaffolding** When children are working on a written task (**practice**), provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term. • **Flexible Grouping** Allocate groups temporarily, based on current level of mastery (**practice and feedback**). • **Technology** iPads are used in every classroom to support all children. Teachers teach from an iPad. They mirror the lesson on the Apple Tv. Children can use the iPads to reduce cognitive overload, use accessibility features to overcome barriers to learning. iPads are also used to support scaffolding.

Learning and Teaching CPD, Research and in class teaching.	**Identification** Process and methodology, diagnostic tools	**Intervention and Strategies to Support** Internal and External support	**Tracking and Monitoring** Data systems and processes.
• Our six principles of Great Teaching underpin teachers' professional development. CPD and quality assurance is focused on implementing these for all learners to ensure children access great teaching. • Leaders and teachers systematically track the progress of all learners with SEND each term as part of pupil progress meetings. • Termly review progress against individual learning plans with parents and a carers a minimum of once a term. • Early identification using the graduated phases of provision available to all pupils ensures that all pupils receive appropriate provision according to need. • As a result of Great teaching and improved identification of need in inclusive educational settings, fewer children and young people will need additional interventions as they will be getting the support they need as part of high-quality teaching within the classroom. • EEF Guidance on the Inclusive classroom- two part model. CPD and quality assurance is focussed on the improvement of why the inclusive classroom matters. . .	• **Identification-** Pupils are identified for intervention or SEND support through termly pupil progress meetings with the SENCO and Teachers. This could be from concerns raised by a child, parents and families or teaching staff and other agencies. Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. • **Early intervention support-** Class teachers work with the child and parents and carers to develop an understanding of their strengths and potential additional needs and adjustments and provisions that can be made within class. • **Targeted, additional support-** Class teachers and parents and carers develop an understanding of the child's strengths and potential additional speaking, listening or reading intervention that could help • **Targeted, intensive additional support -**The school's SENCO and class teacher will work with parents and carers to put together a SEND Individual Learning Plan/Pupil Passport which will be reviewed with parents termly. Outcomes and additional support will be put in place and reviewed. At this stage it may also be decided that more support is needed to enable progress. An outside agency may become involved with a child and a My Support plan put in place to help carry out the advice effectively. • **EHCP/Complex Needs -**If a child has more complex and enduring needs, or remains significantly behind, then a request for an Education Health and Care Plan (EHCP) can be made. If an EHCP is agreed, then a child is likely to have more specialist provision and additional adult support. There will also be annual review meetings which are person centred to talk about their achievements and progress, and what is working and isn't working well.	• Pupils are identified for intervention and SEND support through termly pupil progress meetings with the SENCO and Teachers. • Academic interventions ensure that all pupils can read fluently and comprehend what they read. • Pastoral interventions are managed by the SENCO and Mental Health Lead. • 8 SEND support staff dedicated to supporting children with EHCPS • Adopted structured, evidence-based interventions to support TAs in their small group and one-to-one instruction • TAs receive extensive training from experienced trainers and/ or teachers • Connections are made between the out-of-class learning in the intervention and classroom teaching. • SEND end of year transition meetings held with class teachers and SENCO. Identified Children receive enhanced transition support in the summer term. • SEND transition meetings held with receiving secondary schools. • Access to a range of specialist support services including: ➢ Educational Psychologist ➢ Pepper Therapy – Speech and Language therapists. ➢ NHS Speech and Language ➢ CCT - Complex Communication Team ➢ Social Emotional Mental Health Learning Team (SEMHL) ➢ RISE ➢ Child and Adolescent Mental Health Services (CAMHS) ➢ SEND Early Years Coventry SEN Support Service ➢ Primary Mental Health Team ➢ School Nursing Service. ➢ Mental Health in Schools Team (MHST) • Actively encourage partnerships with parents and carers through our 'Time to Talk' opportunities with the SENCO, parent/carer forums for SEND issues, termly parents evenings, SEND workshops, use of home/school diaries and scheduled telephone calls.	• Termly assessments for reading, writing and maths. • Whole school data analysed, tracked and actioned by SENCO. • SEND interventions reviewed, tracked and monitored by SENCO • SENCO responsible for overseeing progress across the whole school • Mid-term Inclusion pupil progress meetings with class teachers, SENCO and Safeguarding/Attendance Lead to review progress, attendance and identify barriers to learning. • End of term Pupil Progress meetings with Team Leader and SENCO to evaluate progress of all children including children with SEND. • All children with SEND have an ILP with relevant, accurate and agreed targets in place that identify and address barriers to learning and challenge. • ILP targets are reviewed termly with class teacher, parents and carers. • Leaders and teachers systematically track the progress of all learners with SEND each term as part of pupil progress meetings. • Termly Quality Assurance of learning for all pupils with SEND including learning walks, book looks and pupil voice. • Quality Assurance of interventions termly. • Annual reviews for all children with an EHCP • Termly reviews for all children with a My Support Plan

		• The Hive parent community support group to continue to encourage parental engagement with school and access to external agency support.	

Our School Ambitions

Impactful Teaching

- Teachers use explicit instruction with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.
- Teachers consider cognitive and metacognitive strategies to manage cognitive load to ensure new content is transferred into students' long-term memory. Teachers provide opportunities for students to plan, monitor and evaluate their own learning.
- Teachers scaffold learning using verbal, visual or written scaffolds and provide supportive tools or resources as needed. Scaffolding is reviewed and adapted to meet the needs of the learner.
- Flexible groupings ensure groups are allocated based on current level of mastery.

Achievement

- The achievement of pupils with SEND is prioritised with any underperformance or change in need being quickly identified and acted upon.
- The progress and achievement of pupils with SEND is reviewed termly with leaders, teachers, parents/carers and outside agencies as required.
- Pupils with SEND who receive targeted, additional school support have an Individual Learning plan or My Support plan. These are reviewed termly and SMART targets are set to ensure learners achieve the best possible outcomes. Outside agency support is engaged appropriately as required
- Pupils with an Educational Health Care plan receive multi-professional support and Educational Health Care plans are reviewed half termly/termly with Teachers, the SENCO and parents/carers. Educational Health Care plans are reviewed annually with the parents/carers, Local Authority and multi-professionals.
- The partnership with parents/carers achieves genuine co-production to maximise outcomes.

Reading

- A love of reading is fostered through our whole school reading journey and inclusive curriculum.
- If pupils with SEND are not making progress in their reading and are working below age related expectations, they receive small group or 1:1 reading intervention delivered by a specifically trained teacher or teaching assistant. At Hill Farm, we use Precision Teaching, Read Write Inc Fast Track, FFT, Talk through stories, Flash Academy, Lightning Squad and Hertfordshire Fluency project to improve phonics, word reading, fluency and comprehension.
- If pupils with SEND are able to achieve greater depth in their reading, they will receive greater depth target group provision.

Aspirations

- Pupils with SEND are taught a broad, rich curriculum that is ambitious and designed to give them knowledge they need to take advantage of opportunities, responsibilities and experiences in later life.
- Pupils have the opportunity to become involved in pupil voice and wider curriculum activities.
- All Pupils will be provided with a rich and varied curriculum 'The Hill Farm Promise'. The Hill Farm Promise is 101 experiences all children will have at Hill Farm.
- All pupils will be taught career-related learning to broaden pupils' horizons, challenge stereotypes and help them develop the skills and sense of self that will enable them to reach their full potential.

Oracy

- Voice 21 benchmarks are high profile at Hill Farm with embedded Oracy opportunities across the curriculum.
- Using the graduated approach, if a pupil needs support with speech and language, we use Wellcomm and Blast to screen the child's speech and language ability and provided structured intervention to address them.
- Targeted, intensive additional support is provided by NHS speech and language and Pepper Therapy who provide speech and language therapy for children who have difficulty with their speech sounds, understanding and use of language.
- Speech and Language interventions – Wriggly readers, BLAST, Wellcomm, NELI, Talk Boost.

Creative Learning

- Technology can be used by a teacher to model worked examples; it can be used by a student to help learn, to practice and to record their learning. Pupils are keen to learn and are able to talk about how digital technology is used to support their learning.

The Four Elements of Great Learning - CODE

Our pedagogical approach is designed to develop a transferrable, learning skills set in all Hill Farm learners that will enable them to excel in and beyond school, increasing their employability skills, social mobility and supporting their mental health. These are particularly vital for our SEND learners.

1. **Challenge-** SEND learners thrive on challenge and know that this is an important part of their learning. They are confident, resourceful and resilient in their learning, striving for personal excellence.
2. **Ownership –** SEND learners are supported to become increasingly independent. They own their own learning- are not afraid to make mistakes or take risks to deepen their understanding. Learners understand the routines or habits that help them to learn better and can reapply these in different contexts.
3. **Dialogue-** SEND learners are confident communicators with developed communication skills. They use literacy and language, rigorously, fluently and precisely to communicate effectively. Leaners are able to use a wide range of vocabulary and are able to ask curious questions about their learning, they are able to articulate what they need to do next to improve.
4. **Engagement-** Learners are increasingly able to access lessons independently, remaining focussed, managing their distractions and collaborating effectively with other where appropriate. They are able to apply their learning to real life scenarios and see its value. SEND learners demonstrate an enthusiasm for learning and a 'can do' attitude.