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| **Overview of key priorities 2023-24** |
| * Leadership and management builds capacity in the SEND team and across the school, driven by the principle that inclusion is everyone’s responsibility * All pupils, including those with identified SEND have aspirational targets which are regularly reviewed and monitored * To ensure all steps are in place to achieve maximum progress for all pupils with identified SEND |

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| **Context statement** |
| The vision for inclusion across the Music Federation is as follows:  'To provide a bespoke educational pathway through school which will serve each individual pupil in order to meet their full potential, close academic gaps as well as providing the social and emotional scaffolds to enable maximum progress to take place. Accessing interventions will be a short-term pathway for some pupils, but for others, they may require a high level of intervention on a longer term basis. All pupils have access to quality first teaching and a curriculum that is adapted to meet their individual needs. We acknowledge that due to the complex needs of some pupils, targeted intervention and support may be required using an intervention learning area. It is our duty to unlock the potential and maximise the breadth and quality of our learning offer to all pupils including pupils with special educational needs and disabilities.’  The Federation SEND ethos is driven by a strong commitment to inclusion and includes pupil, family and staff voice. Championing this, the Federation SENDCo leads SEND provision across the Federation and with the Strategic Leadership Team, aims to build and lead a school that holds inclusive practice as a daily priority.  The Federation SENDCO works collaboratively with the Strategic Leadership Team, the wider school community, families, pupils and outside agencies.  In addition to the quality first teach, some pupils access intervention and provision which takes place outside of the classroom. This is highly planned and is delivered by trained staff.  Quality First Teaching and the Graduated Approach underpin SEND delivery and learning pathways, so that the progress for each child is robustly assessed, planned and reviewed regularly. We aim to create a positive and supportive environment for all pupils without exception and build an ongoing, holistic understanding of our pupils and their needs.  Pupils with SEND are included in all aspects of school life including that which extends beyond the academic (e.g. School council, school trips, extra-curricular clubs)  **Windmill:**  22% of Windmill (89 pupils) are on the SEND Register.   |  |  |  | | --- | --- | --- | |  | No. of pupils | Percentage of pupils on SEND register | | Communication and interaction | 72 | 81% | | Cognition and Learning | 22 | 25% | | Physical and/or sensory | 8 | 9% | | Social, emotional and mental health | 18 | 20% | | SEND support | 82 | 92% | | EHCP | 7 | 8% | | EHCP in process | 11 | 12% | | Autism | 21 | 34% | | Awaiting complex Communication Assessment outcome for Autism diagnosis | 16 | 18% | | ADHD | 7 | 8% |   Provision for pupils with the most complex needs may include being taught or supported using a designated intervention space within school. Currently there are four intervention spaces used: Cubs room, Stepping Stones room, Sunshine room and Doves room. The purpose and amount of time a pupil receives provision in an intervention space is planned according to their individual needs.  All children access the curriculum, with adaptations depending on the individual pupil’s needs. In addition, some children require targeted intervention in order to attain their outcomes. At Music Federation the following interventions are in place: Lego therapy, intensive intervention, sensory circuit, forest school, 3 and 5 point scale, Number Sense maths, Little Wandle and Little Wandle SEND programmes, 1:1 reading intervention, BARCA counselling, play therapy.  Windmill is currently working in partnership with a range of outside agencies and professionals. Presently, we have one traded day a week with the Speech and Language Therapist, Rowena Keane, who works for the Traded Speech and Language Service. We are also working in partnership with Dawn Marjanovic and Marieke Carbonell from the SEN Inclusion Team along with the Educational Psychologist Lisa Atkin, termly, in order to assess, plan and review our SEND practice, provision. In addition to these partnerships, we currently work with SENSAP, the Jess Cluster, Social care, STARS, the schools nursing team, occupational therapy, Leeds feeding team, physiotherapy, DAHIT ( Deaf and Hearing Impairment team) VIT ( Visual Impairment Team) as well as CAMHS, Mindmate and ICAN in order to contribute to assessments that are being made.    Windmill has a partnership with Broomfield South SILC and has 14 pupils attending their provision at the Windmill site. Many of these pupils access mainstream lessons at Windmill during the school year.  **Low Road:**  16 %of Low Road pupils (32 pupils) are on the SEND Register.   |  |  |  | | --- | --- | --- | |  | No. of pupils | Percentage of pupils on SEND register | | Communication and interaction | 20 | 62.5% | | Cognition and Learning | 19 | 59% | | Physical and/or sensory | 1 | 3% | | Social, emotional and mental health | 3 | 9% | | SEND support | 28 | 87% | | EHCP | 2 | 6% | | EHCP in process | 3 | 9% | | Autism | 7 | 22% | | Awaiting complex Communication Assessment outcome for Autism diagnosis | 6 | 19% | | ADHD | 0 | 0 |   Low Road is working in partnership with Hayley Thurston, Speech and Language Therapist who works for one day a week as part of the Leeds traded Speech and Language Service. We also continue our partnership with SENIT and the EP as stated above. In addition to these partnerships, we currently work with Jess Cluster, Social care, the school nursing team, occupational therapy, Leeds feeding team, physiotherapy, as well as CAMHS, Mindmate and ICAN in order to contribute to assessments that are being made. |

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| **Proposed outcomes** |
| ● Provision at Windmill and Low Road Primary Schools ensures the maximum progress and support for each pupil with identified SEND  ● All staff within the Music Federation understand their roles and responsibilities in the inclusion of pupils with SEND |

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| **Priority developments** | **Actions** | **Resources and costs** | **Personnel** | **Timescale** |
| Quality of education | * Teachers understand the needs of each child in their class, are able to identify potential barriers to learning and have strategies that they are able to implement to meet the needs of these pupils. * Teachers are able to plan and evaluate an intervention using the plan-do-review cycle and know what the next steps are. * Ensure every teacher understands teaching standard 5: that every teacher is a teacher of SEND and ensure that they take full responsibility of the planning, assessment and progress of every pupil in their class. * Support staff have a clear understanding of their role in the support of pupils with SEND. * Teachers know individual learning targets, plan for and record progress towards these targets. Teaching Assistants are also aware of pupil targets. * Further develop understanding of the graduated approach (assess, plan, do, review) * Increase understanding of the role of the SENDCo. * Staff know when and how to seek advice if they have a SEND concern about a pupil. * Teachers take responsibility for all pupils in their class, ensuring that all pupils have access to the quality first teach and when attending a designated intervention room for learning, this is highly planned and reviewed regularly. | Training, SEND all staff drive, work with outside agencies e.g. STARS, SENIT, SENDCo, SEND file  Training, Intervention records, SEND All: staff drive, Outside agencies including SALT to provide targets when appropriate, Learning plans, SENDCo, Pre and post assessment documents/tools/records  PDM, Appraisal, Pupil progress reviews, observations and drop-ins. Flip training, ECT training, SEND policy  PDM/training, appraisal, assessment, planning and review meetings, SEND policy  Pupil plans from outside agencies, Learning plans, intervention records intervention sessions are planned and pre and post assessments completed, targets assessed regularly.  PDM, training- finely graded assessment as well as training through SENIT ( online, LFL) planning meetings, SEND: all staff drive, through collaborative work with SENIT and SALT team  PDM/training, ECT training and syllabus, SEND: all staff drive, SEND policy  Flip training  SEN-All Staff drive- SEND concern flow-chart and initial concern forms, SEND policy.  Planning meetings, pupil progress meeting, review meetings, context observations from Class Teacher, SENDCo, outside agencies  group discussions, training for staff, Broomfield partnership meetings | SENDCo  Senior Leadership Team, SENIT team ( Leeds SEN Inclusion Team)  virtual training and outside agencies delivering training  All teaching and support staff  SENDCo  SLT  Dawn Marjanovic, Marieke Carbonell, Lisa Atkin  Teachers  Teachers  Support staff who deliver interventions  SENDCo, SLT, Teachers  Support staff, teachers, year group leaders, SLT  SENDCo, SENIT, SALT, teachers, support staff  SENDCo  Teachers, support staff, SENDco, SLT  Teachers, support staff SENCO | Ongoing  Ongoing  September 23  September 23  Existing staff had training Iin 22-23, new staff training is taking place October 23  October 23  October 23  September 23 |
| Behaviour and attitudes | * Behaviour and attitudes of all SEND pupils are positive, grounded in strong wellbeing, resilience and impact positively on progress and outcomes. Staff to foster positive relationships with all pupils. * The learning environment in all its aspects, is accessible. Learning materials, technology, learning spaces, social spaces, and the approach to teaching & learning in the widest possible sense embodies an ethos of true inclusion, for every child. * Positive relationships with parents of pupils with identified SEND are fostered through good communication. This includes, planning and review meetings ( at least termly) and SEND events such as coffee mornings, training and stay and play sessions. * Develop a strong understanding of inclusion across the federation. * Develop staff confidence in managing behaviour. Staff to understand underpinning causes- recognising that all behaviour is a form of communication. Further develop teacher ability to plan strategies and provision. Develop abilty to anticipate certain behaviours and plan accordingly. * Explore teachers’ and teaching assistants’ attitudes and approaches towards teaching and supporting pupils with SEND, building a common purpose and approach through a programme of CPD that complements the federation’s SEND ethos. | PSHE, Nurture sessions, Growth Mindset sessions, Planning for challenge, restorative practice, learning plans, provision maps, graduated approach, aspects of Zones of regulation are being used. Planned SEMH intervention including forest schools. Use of robust assessment tools to identify and track progress within areas of need, e.g. Boxall Profile and Lego Therapy pre and post assessment.  Staff input/training on inclusive classroom practice, resources in SEND-all staff drive, tracking and monitoring progress using Connecting Steps and Arbor, partnership meetings with Broomfield, planning meetings, Learning walks, Multi-sensory approaches to curriculum, sensory rooms and spaces, collaborative work with outside agencies to ensure the environment is accessible to indivuals with Physical and/or sensory needs. Individual risk assessments and peeps are in place.  Coffee mornings, training sessions,  Informa, planning and review meetings ( including Early Help, EHCP and Annual Reviews)  Termly newsletters  Parents evening, Stay and Play sessions for pupils who access Stepping Stones and Cubs intervention rooms.  PDM  Planning meetings, Staff briefing, TA and teacher training, SEND: All staff drive  Training ( PDM, discussions, flip training, SEND: All staff drive, outside agency training e.g. TeamTeach)  Individual Risk Assessment, Individual Behaviour Support Plan, IBP  PDM and training sessions, planning and review meetings, appraisal, staff briefings, informal discussions | Teachers, SENDCO, SLT, Teaching Assistants, pastoral team, safeguarding team, SEN Inclusion Team, STARS  All staff  Outside agencies  All staff  SENDCo, Middle Leaders, SLT, Outside agencies. All staff will support each other’s understanding of what inclusion look like within the setting  Leadership  Outside agencies  Health and Safety Team  Leadership team, outside agencies | Ongoing  VIT setting reviews have taken place 22-23  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing |
| Personal development | * Individual children, families and staff see themselves as proactive recipients **and** agents of change in the creation of an inclusive learning community that removes barriers to progress and builds each individual’s personal development, supports wellbeing and growth mindset, and impacts positively on their own and their peers’ learning and progress (social model of disability). * Pupils to develop their emotional literacy, empowering them to communicate needs and wants and identify and cope with different emotions * Deliver a programme of CPD which embeds ethos and increases knowledge, skills and confidence of all staff (including non-teaching staff) over time in approaches to SEND (understanding and attitudes to, differentiation, working with children in intervention groups, and using SEND systems and processes) * Develop strong home-school partnerships built on clarity, empathy and mutual respect. | PSHE lessons, assemblies, nurture, staff training, PDM, SEND coffee mornings, parent SEND training sessions and Stay and Play sessions, Review meetings.  Zones of regulation used in some areas of school. PSHE curriculum. SEMH interventions, restorative practice folders, Learning plans.  PDM and training sessions, planning meetings, SEN surgery, City wide consultations, context observations through SENIT partnership, ECT training, flip training and resources in SEND: All staff drive  Newsletters, parents evening, reviews, coffee morning, stay and play sessions, SEND training sessions, clear policies and procedures, use of strategies such as home-school book. Outside agencies. | Class Teachers, SLT  All staff in TMF  Partnership with resource provisions  Class Teachers and support staff, SLT.  All staff, outside agencies  Class Teachers, support staff, SLT, Outside agencies | Ongoing  November 22  Ongoing  Ongoing |
| Leadership and management | * SENDCo to create networks, share best practice and gain support from local schools and professionals. * Refresh TMF SEN inclusion ethos * Explore and better understand the most prevalent area of need, how areas of need overlap and actions to ensure quality of education is high for all children, without exception. * Build connections between SEND, safeguarding and pastoral staff to ensure most proactive support for SEND children possible. * Develop systems and processes that can improve monitoring and progress of pupils with complex needs. * SENDCo to ensure staff have a robust understanding of SEND through training and support. * Monitor children’s progress and access to high quality teaching * Monitor and amend provision for pupils with the most complex needs to ensure a balance between class and intervention. * SEND provision is monitored and developed. * SENDCo inputting meaningfully into T&L decisions * Map provision across the federation * Ensure that every teacher is responsible for the progress of all the pupils named in their class and that all pupils are accessing QFT from a teacher. * Carry out SEND self-assessment to review current ethos and procedures and create action plans to address key areas. * Clarify roles and responsibilities across the Federation so that all staff understand and uphold their responsibilities towards SEND children. * Review SEND-related skills and training across the federation to map the skill base of staff in order to plan for provision, support and future training needs. | City Wide Consultations, SENDCo network, links with SENDCos in Leeds. Partnership with SENIT and EP, Casework officer Rachel Cameron:SENSAP  PDM, briefings, planning meetings  SEND audit, Development priorities document and working to complete this with supporting SENDCo.  Weekly meeting between DSL and SENDCo, CPOMS, SEN drive, planning meetings  Connecting Steps- finely graded assessment for pupils of primary age working at Pre-Key Stage standards. Developmental Journal (Rec and N age) , Arbor, Pupil progress meetings, SEND review meetings, parents evening, Intervention pre and post assessments such as : Boxall Profile, LEGO therapy pre and post intervention assessments  Training for staff on finely graded assessment ( Sept 23) SENIT DJ training ( July 23, Sept and Oct 23)  Training sessions, PDM, Planning meetings, KS meetings, SEND: All staff drive, appraisals, progress meetings, review meetings, SEND policy, Learning walks  Learning walks, book scrutiny, lesson obsevations and drop-ins, discussion with staff, review and progress meetings, provision maps, SEND audit.  Learning walks, book scrutiny, timetable scrutiny, lesson observations and drop-ins, discussion with staff, review and progress meetings, provision maps, SEND audit.  Through graduated approach monitoring,  Learning walks, book scrutiny, timetable scrutiny, lesson observations and drop-ins, discussion with staff, review and progress meetings, provision maps, SEND audit.  Meetings ( assess, plan, do, review, pupil progress) Training, resources from SEND: All staff drive  Whole class provision maps, individual provision maps, SEND registers  Planning meetings with teachers, outside agencies and strategic leadership team. Review meetings including pupil progress meetings.  SEND audit tool  SENDCo and Strategic Leadership meetings  Action Plan  Training, meetings, briefings, appraisals, selection process  Staff questionnaire, Staff skills audit,  Creation of Federation Skills and Training Map | SENDCo, Educational Psychologist, SENIT team,  SENDCo and Supporting SENDCo Joslyn James  SENDCo and supporting SENDCo Joslyn James  SENDCo, Strategic Leadership Team, Pastoral Team and DSLs.  Teachers, support staff, SENDCo, Strategic Leadership  SENDCo, Leadership team, middle leaders, Outside agencies  Senior and Middle Leadership.  Senior and Middle Leadership.  Senior and Middle Leadership.  SENDCo  SENDCo, Senior leaders]  Strategic Leadership Team  Strategic Leadership Team, Leeds SEND audit team- Elizabeth Park and Jennifer Scott  Strategic Leadership Team  Strategic Leadership Team | From Sept 22 Ongoing  Ongoing  Sept 23  Weekly meetings  Ongoing  Ongoing, some completed in July and Sept 23.  Ongoing  Ongoing  Ongoing  Ongoing, reviewed at least every term.  Ongoing  Whole School Provision map to be put in place Autumn 23  October 23  Oct 23  Ongoing  Ongoing  Creation of Federation Skills and Training Map December 23 |