

SEND Strategy

2022-2025



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Foreword – Lorraine Heath, OBE

Chief Executive Officer

Uffculme Academy Trust is pleased to present our Special Educational Needs and Disability (SEND) Strategy 2022-2025.

We believe SEND is everyone's business and through this SEND Strategy, we would like to share with you our vision, aspiration and priorities for developing support and provision for children and young people with special educational needs and disabilities and their families. Our Trust strives to support and encourage our young people with SEND to reach their full potential and therefore it is important that we continually improve our services to reflect this and to ensure that we can adapt to any changes in needs.

Our schools are operating with increasing local need and amid significant challenge, within the wider context of an ever-changing national policy environment. Uffculme Academy Trust has an extensive and rich range of inclusive education provision, from Early Years through to Further Education. Our ability to develop and increase provision in line with demand will be essential to meet the outcomes of our children and young people in the future.

This strategy identifies our key priorities in relation to SEND, which will be monitored and delivered through our Trust Improvement Plan and be overseen by myself and our Director of SEND. There will be ongoing reviews to ensure that we remain focused on the right priorities and make solid progress to achieve them to ensure we are able to improve outcomes for the children and young people with SEND across our Trust.

Critical to the success of the SEND Strategy is the important role parents and carers play and we believe that by further strengthening relationships and working together with families and young people within our schools, we will deliver developments that will meet the needs of young people in line with the SEND ambitions in this strategy.

I would like to take this opportunity to extend my gratitude and thanks to all those engaged in supporting children and young people with SEND and their families across our Trust. It is with and through them that we will make the ambitions set out in this strategy a reality.



Introduction

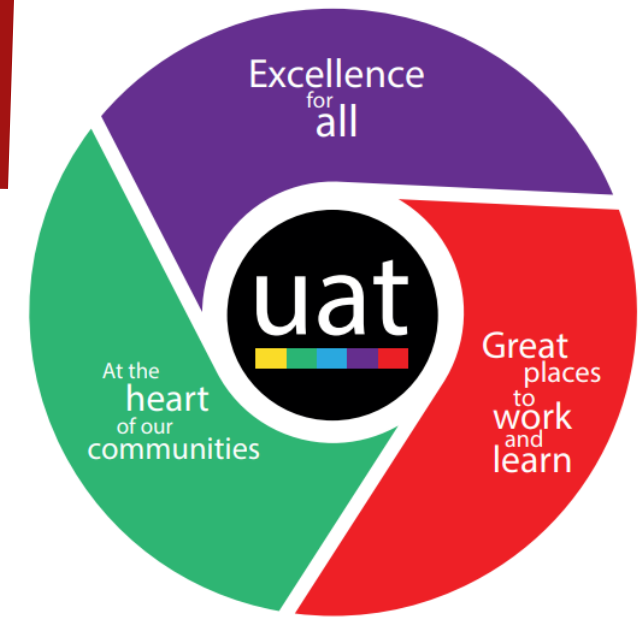
Our mission is to deliver excellent education from the ages of 2-18 so that children and young people fulfil their potential, lead safe and happy lives and make a positive contribution to society. This mission is at the heart of our SEND Strategy which builds on the achievements of the Trust so far.

Our SEND Strategy demonstrates a commitment and responsibility between our Members, Directors, Governors and staff in ensuring that the Trust meets the needs of children and young people.

Co-production and partnership working with families is at the core of SEND development and delivery within our schools.

We will regularly report and share the outcomes, achievements and impact of the SEND strategy through our Trust reports and website.

Excellence for All	Great Places to Work and Learn	At the Heart of Our Communities
<ul style="list-style-type: none"> • High levels of achievement for all pupils • Intentional inclusion • Excellent teaching • Strong partnerships 	<ul style="list-style-type: none"> • Joyful cultures • Safe places for everyone • Removing barriers • Intentional inclusion • Outward facing • Healthy, happy staff • Excellent facilities 	<ul style="list-style-type: none"> • Strong partnerships • Great governance • Understanding our context • Giving back



Our Values

At Uffculme Academy Trust, our objective is to be 'intentionally inclusive'. Inclusion underpins every strategy with successful adaptations and timely interventions supporting learners at the point of need. No child is left behind or disadvantaged because of a lack of resource, technology, finance or home support.

Our SEND Strategy is underpinned by our Trust values:

UAT Values

Trust

We are a family of schools which is united in our goal to deliver excellent education, to break through glass ceilings and to create communities of learners with a unique and unbreakable bond. We believe in working together honestly, openly and with humility.

Equity

We believe in the potential of every child. Inclusion is at the heart of our mission, and we understand that equity means that those with the greatest need deserve interventions which impact positively on their experience of school.

Excellence

Excellence is a habit. We are firmly committed to developing cultures where every learner is supported by our schools to develop the habits of excellence and to understand the intrinsic value of hard work across diverse domains. Success and hard work will always be highly valued and publicly celebrated.

Integrity

We are true to ourselves and to the values of Uffculme Academy Trust. We understand that we are public servants and that we have a collective responsibility to hold ourselves to the highest standards.

Kindness

We treat everyone with care and compassion. Kindness, empathy and generosity underpin all of our actions. We cannot achieve anything of value without creating positive relationships along the way.

Belonging

We believe in our communities and our place at the heart of them. We are loyal to their ambitions and respectful of their challenges. Our schools will be places of safety and also of joy. Children and young people will be proud of their schools, enjoy their time at school and experience many opportunities for academic and personal development.

Purpose of the SEND Strategy

At Uffculme Academy Trust, we believe that SEND is the golden thread that runs through everything we do and therefore should be everyone's responsibility. Our SEND Strategy is our manifesto, developed to clearly set out our approach to identifying and supporting SEND across our Trust in line with a graduated response to educational support and provision. It takes into account our legal duties as laid out in relevant legislation and identifies our priorities to ensure we're continually improving support for children and young people with SEND and their families over the next 3 years.

This includes those with additional needs at SEN Support, those undergoing an Educational, Health and Care needs assessment through to those with an Education, Health and Care Plan (EHCP). It makes clear what we intend to do to achieve our stated aims and objectives.

Who is the SEND Strategy for?

The SEND Strategy is for all staff working within Uffculme Academy Trust, who are working together to action and achieve the ambitions set out within it.

It's also for families and young people, to understand the actions Uffculme Academy Trust are taking to deliver intentionally inclusive, excellent education across our schools.



Context – Where we are now

National Context for SEND:

The Uffculme Academy Trust works within the statutory requirements and guidance of the Children and Families Act 2014 and the SEND Code of Practice and the clear agenda of SEND reform and culture change:

- a person-centred, joined-up approach to identifying and meeting the needs of children, young people and their families;
- a strong focus on high aspirations and on improving outcomes for children and young people;
- using best endeavours to make sure that a child with SEN gets the support they need – this means doing everything possible to meet a child's SEN;
- ensuring that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN;
- publishing an SEN Information Report for each school detailing support, services and provision, how to access it and how to raise concerns.

A national SEND Review into provision for children with special educational needs and disabilities was published in March 2022. This identified that whilst the 2014 reforms had brought about many positive changes, there are three key challenges facing the SEND system:

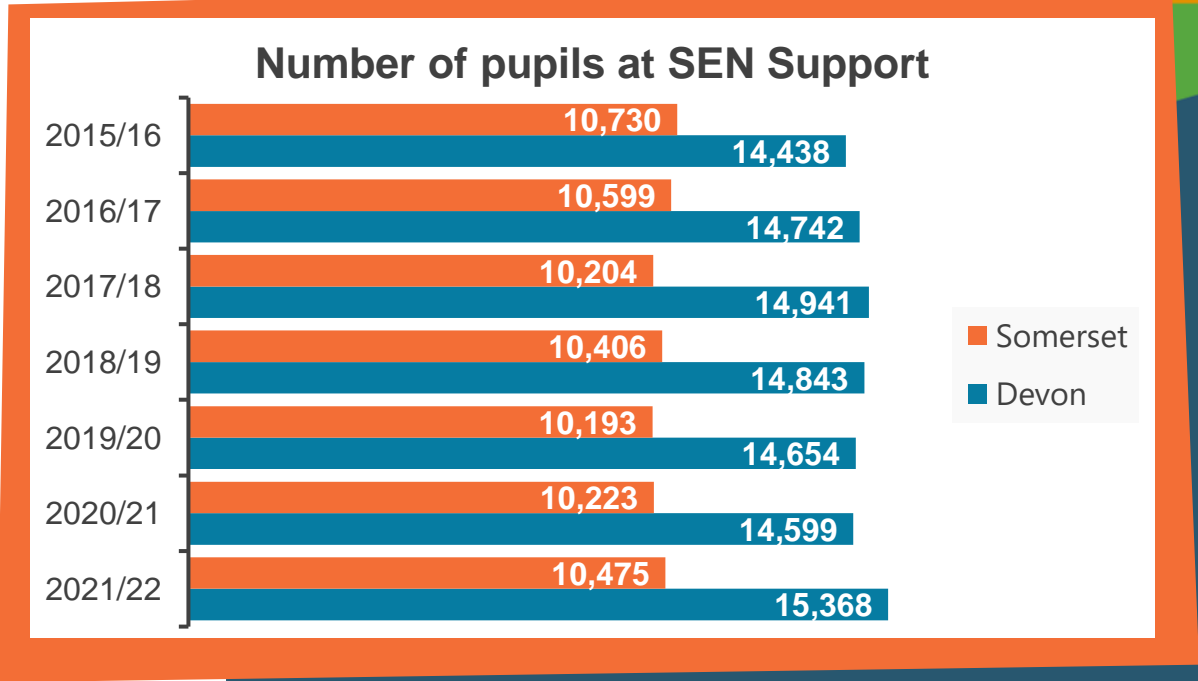
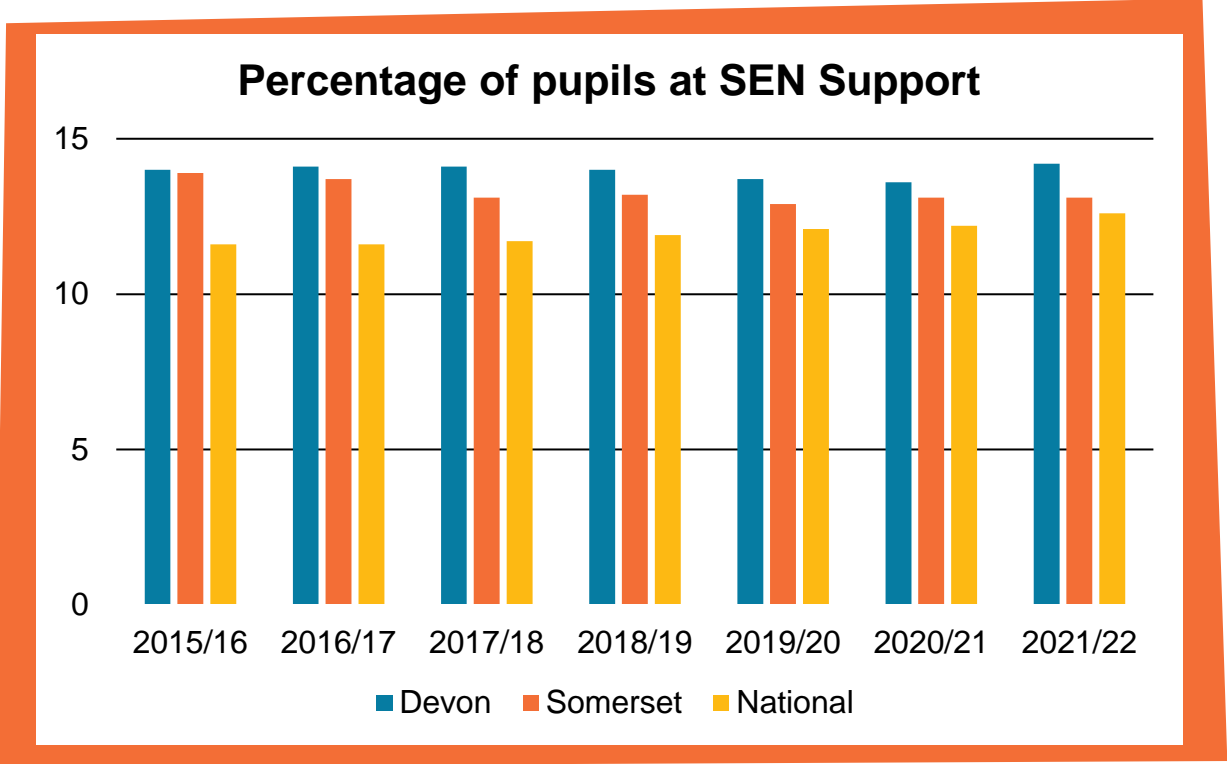
- outcomes for children and young people with SEN or in alternative provision remain poor;
- navigating the SEND system and alternative provision is not a positive experience for children, young people and their families;
- despite unprecedented investment, the system is not delivering value for money for children, young people and families.

The Government has therefore made a series of proposals within its 'Green Paper': Right Support, Right Place, Right Time and we await the outcome of these recommendations.

While national developments help steer our work, we will continue to identify the specific issues we need to address within Uffculme Academy Trust.

Local context for SEND in Somerset and Devon: Children and Young People with SEND: The Local Profile

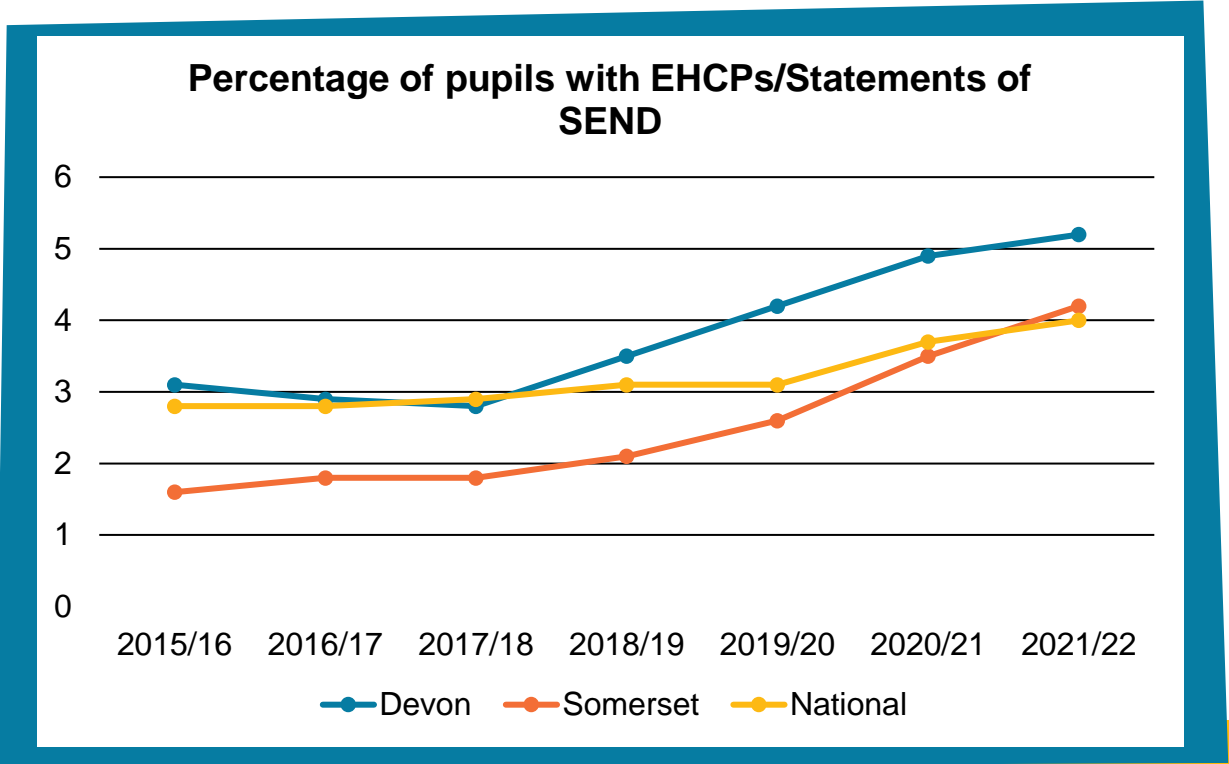
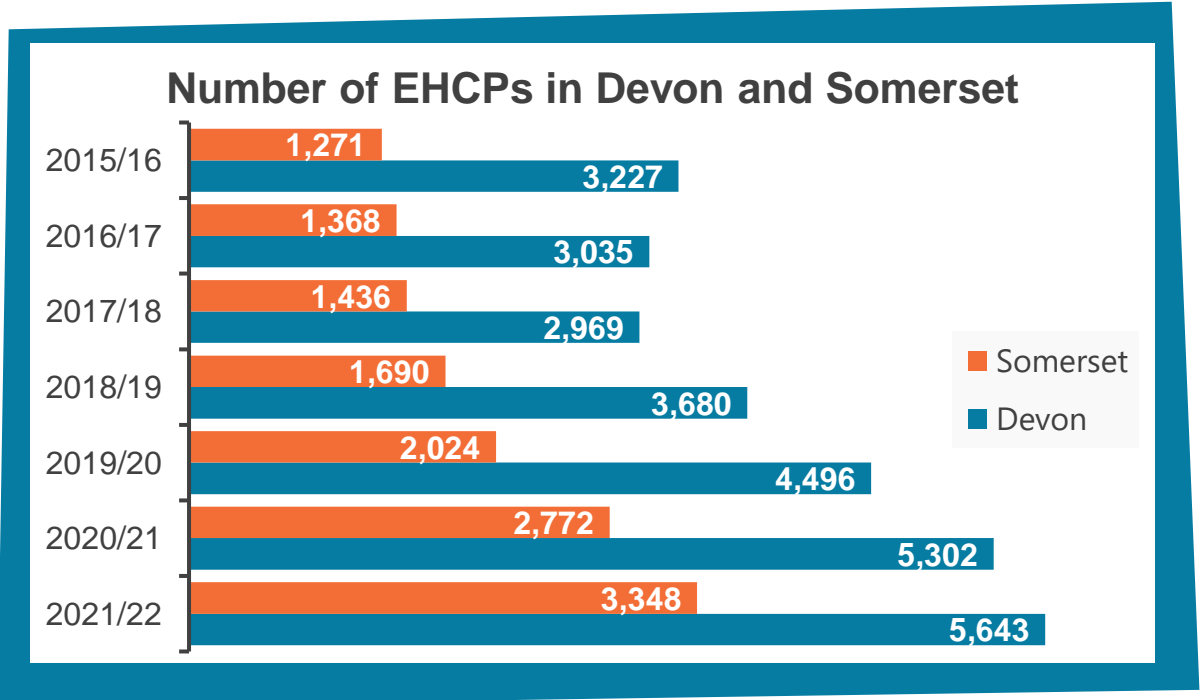
Around 400 children and young people within the Uffculme Academy Trust receive provision at SEN Support. This is equivalent to around 12.5% of pupils in our schools.



The proportion of pupils within UAT receiving SEN Support is in line with the overall national statistics (although slighter lower than our local context)

Local context for SEND in Somerset and Devon: Children and Young People with SEND: The Local Profile

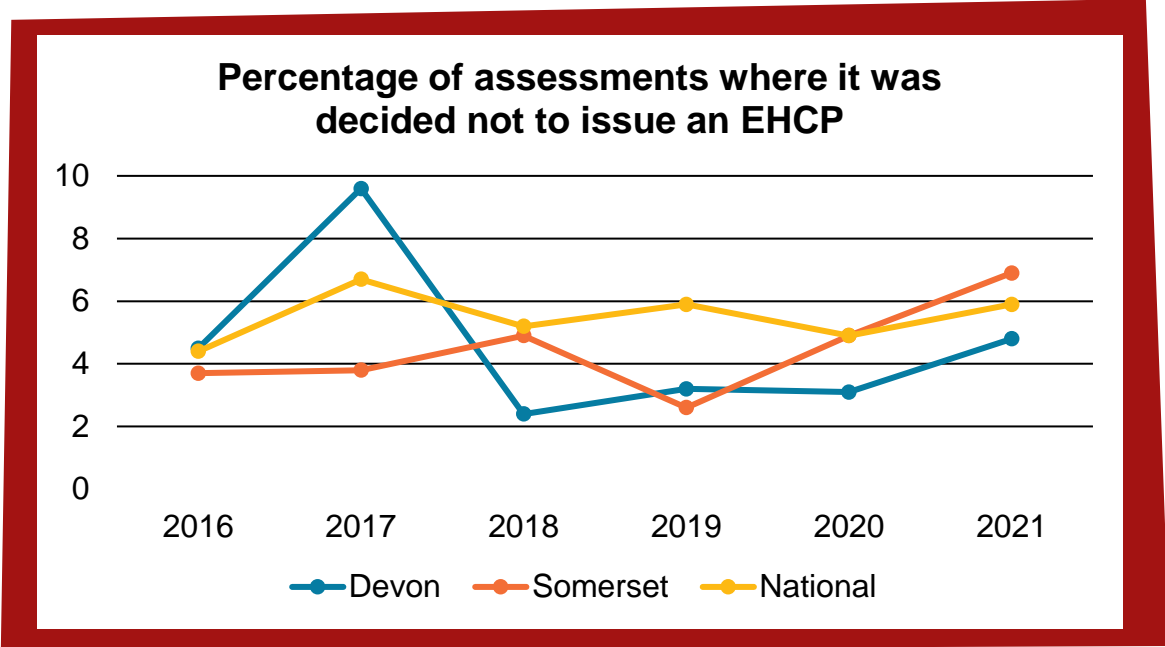
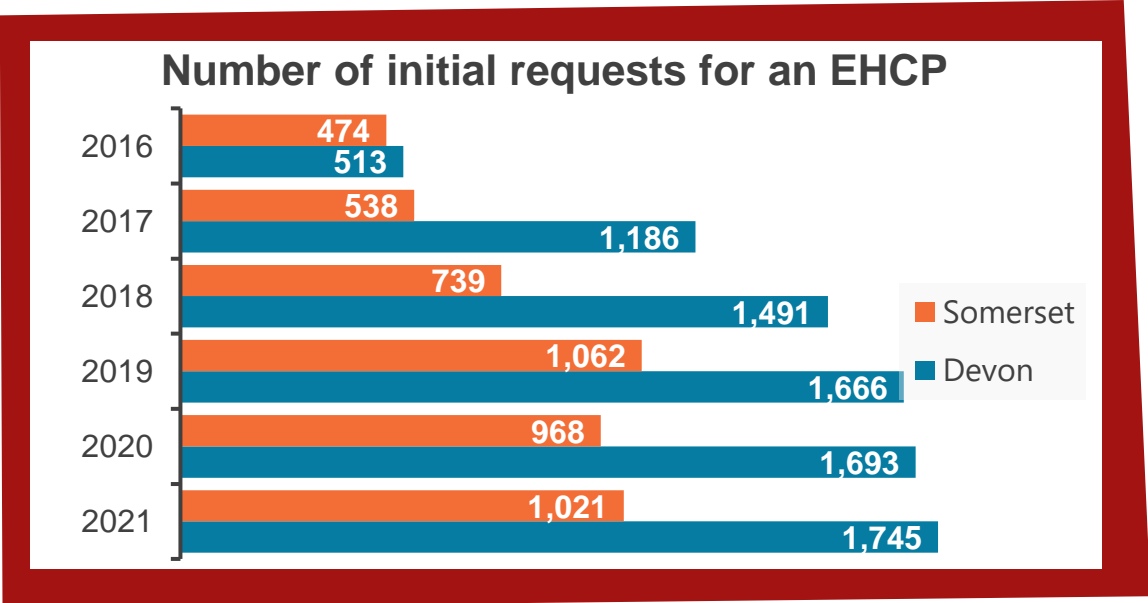
Current Trust data shows that 96 children within our schools are in receipt of an EHCP, 2.9% of the overall students on roll.



Since the introduction of the SEND Reforms, Somerset and Devon have seen a rapid increase in the number of children with EHCPs: a 164% equivalent increase from 2015 to 2021 for Somerset and 344% for Devon.

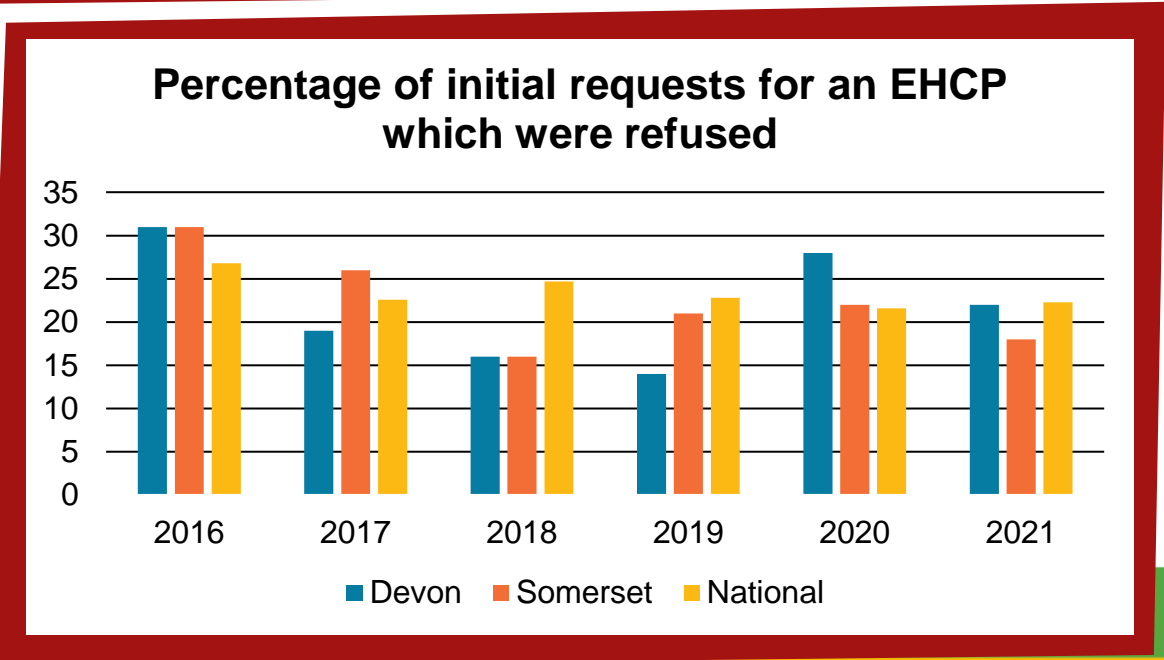
However, even with these significant changes, overall, the percentage of children and young people aged 0-25 with EHCPs in Somerset is now in line with national figures comparatively. Having initially been in line with national statistics, Devon's comparative data is now significantly above national levels.

Local context for SEND in Somerset and Devon: Children and Young People with SEND: The Local Profile



Nationally, there were 93,300 initial requests for assessment made in 2021, up from 76,000 in 2020 and the highest number since data was first collected in 2016. Of those, 20,800 (22.3%) were refused, a small increase from 2020.

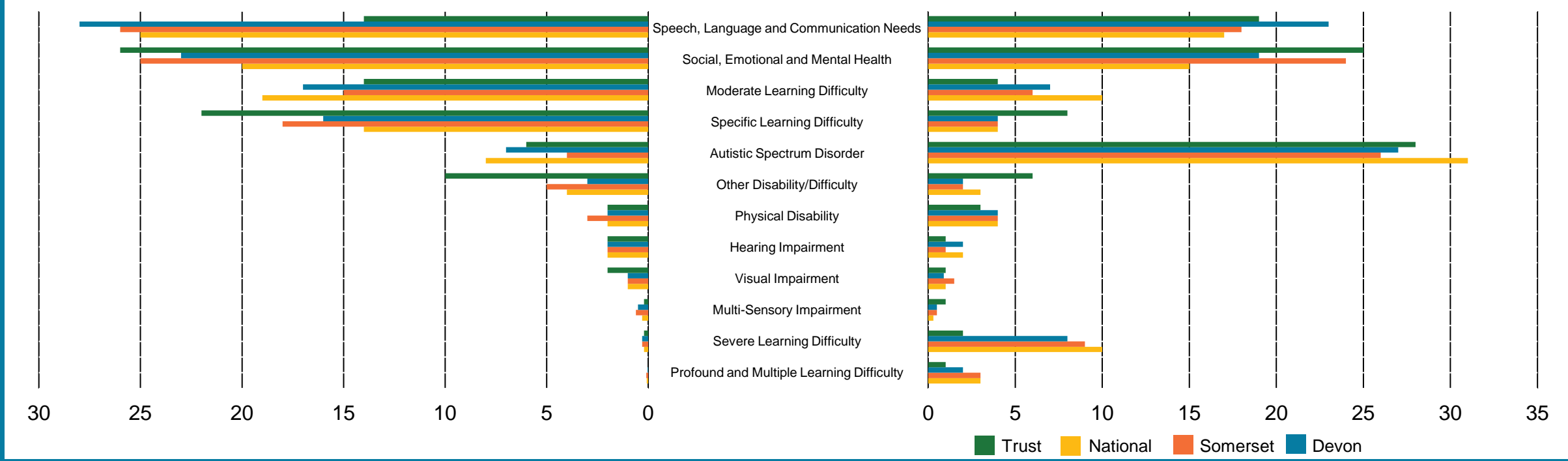
Assessments completed increased from 63,200 in 2020 to 66,100 in 2021, an increase of 5%. Of these 62,200 (94%) resulted in a plan being issued, with 3,900 assessments (6%) where it was decided not to issue an EHCP.



Percentage distribution of identified SEND by primary need for school aged pupils 2021/22

SEN Support

EHCP



Nationally, the most common type of need among pupils who receive SEN Support are speech, language and communication needs.

Nationally, the most common type of need among pupils with an EHCP is autistic spectrum disorder (ASD).

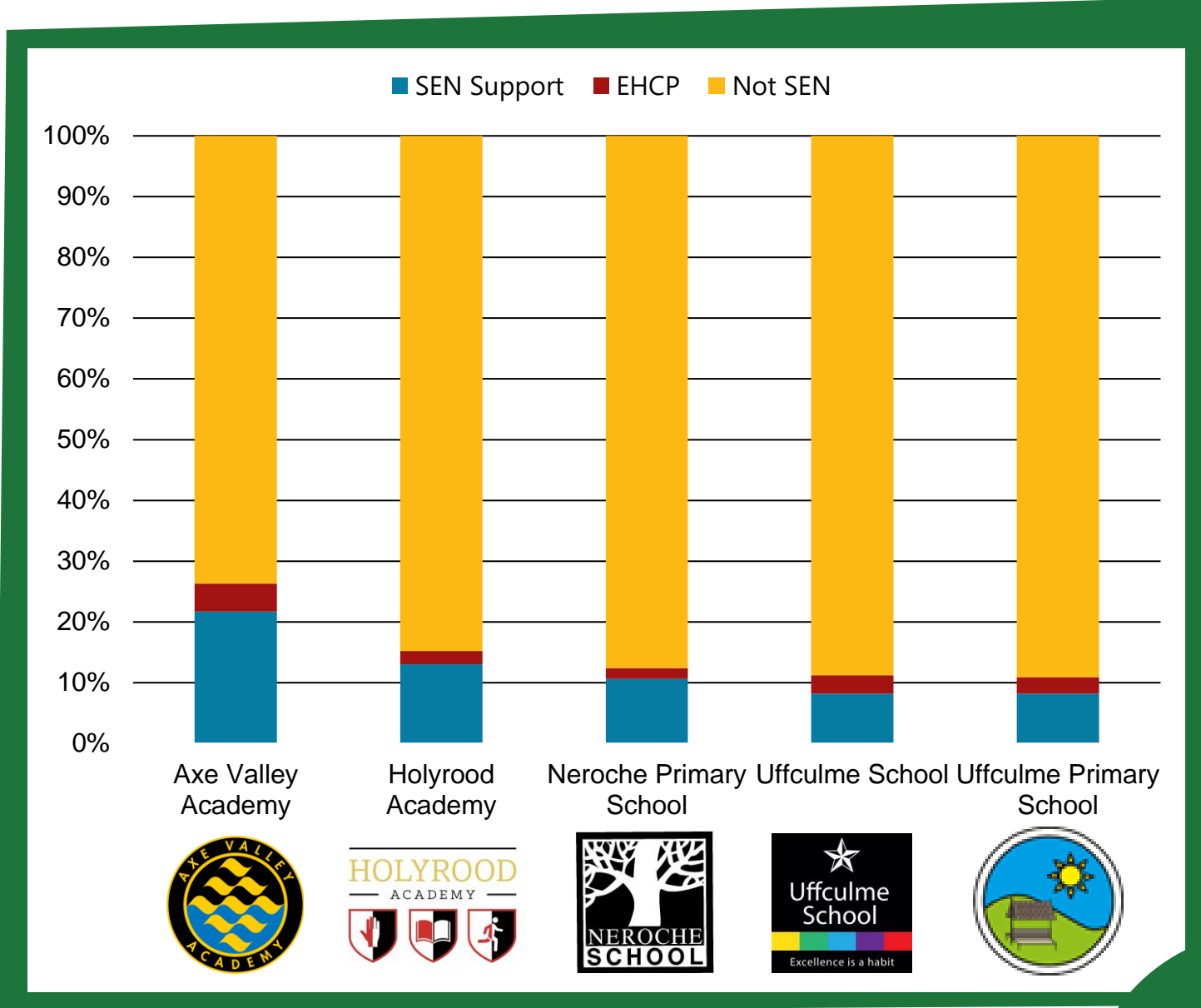
Data published in June 2022 identified 262,400 pupils with speech, language and communication needs. This was followed by SEMH needs (208,900) and MLD (197,400). These trends are similar to 2021. Whilst this is reflected within Devon’s data and SLCN is Somerset’s most common type of need, this is not the case within our Trust as SEMH is the most common need with a specific learning difficulty second.

Almost one in three pupils with an EHCP are identified with a primary need of ASD (103,400 pupils). Whilst not as high a percentage, local and Trust data also shows ASD to be the most common type of need for those with an EHCP. It is also worth noting, that again local and Trust figures show a higher percentage of need within the SEMH category than nationally.

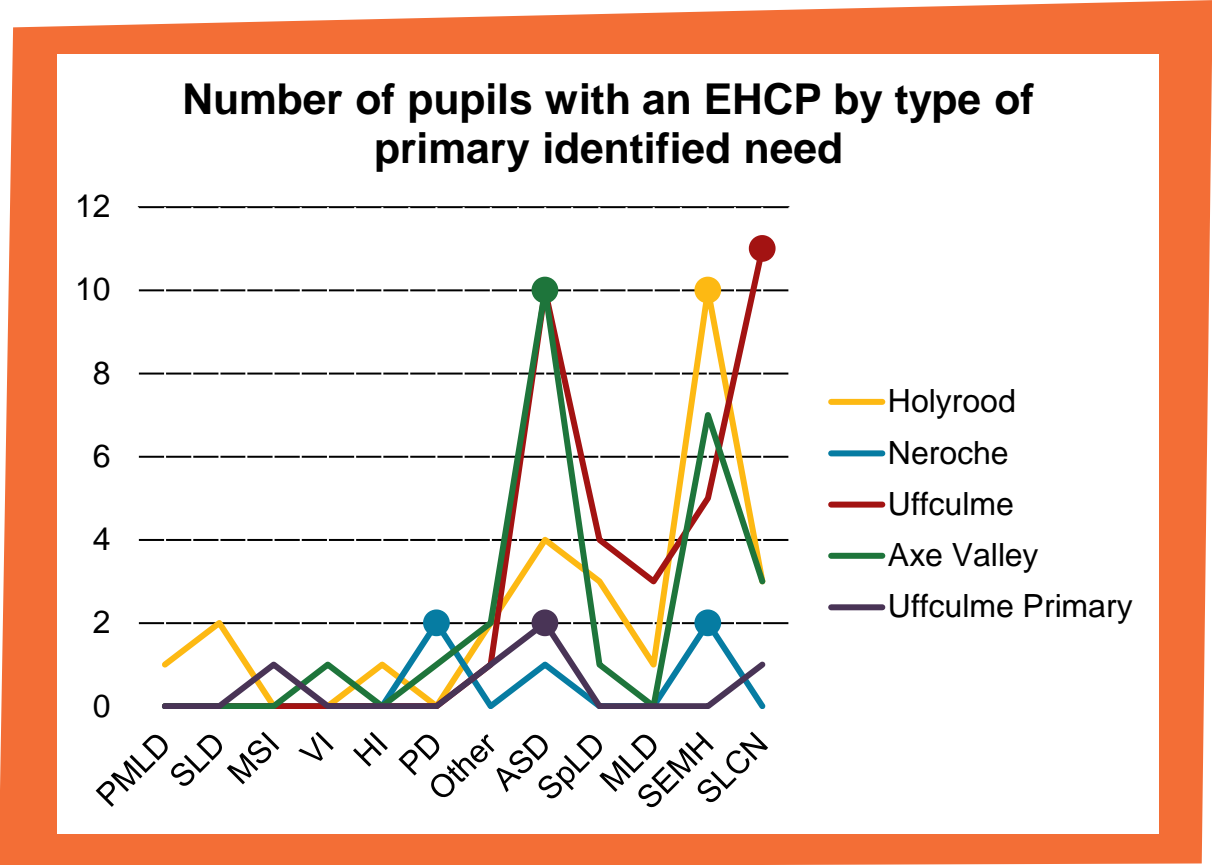
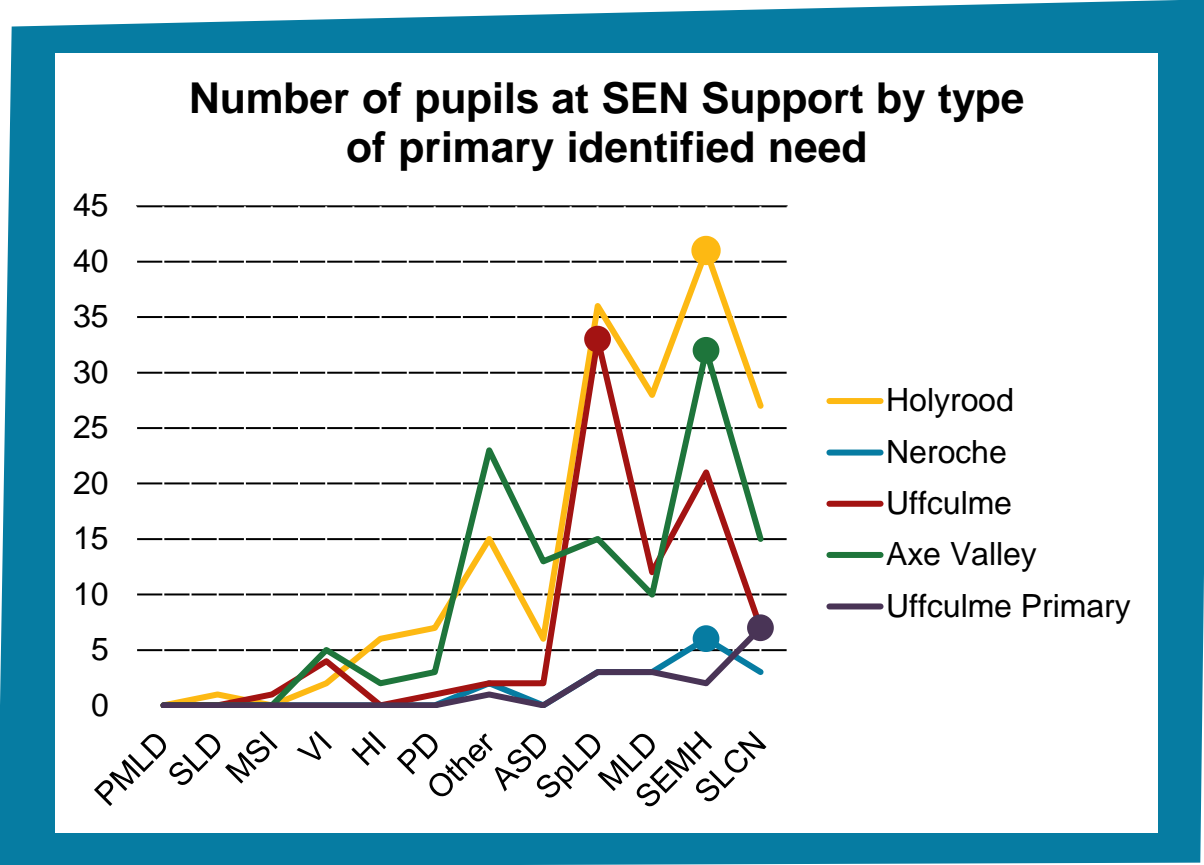
Uffculme Academy Trust context for SEND: Children and Young People with SEND: School Profiles

At Uffculme Academy Trust, we serve a diverse range of communities in Devon and Somerset and as such, each school has its own unique profile.

We believe that working together enables each of us to travel further than we could go alone. However, we remain very respectful of the vibrant and individual character of each school and the place it has at the heart of its community. Our role is to add value, not to produce identikit institutions.



Uffculme Academy Trust context for SEND: Children and Young People with SEND: School Profiles



Co-Production

Co-Production is at the heart of how we deliver SEND services within our schools.

At Uffculme Academy Trust, we are dedicated to working in partnership with everyone invested in our school communities to enrich children's lives and empower them to carve out positive futures for themselves.

All professionals across the Trust are expected to work within our values and the continued embedding of this set of behaviours is an important part of delivering our SEND Strategy. Our aim is to work transparently to ensure there is representation for local families' experience at every level of our SEND strategic governance.

“Co-production is fundamental to SEN provision development and delivery. Continual, consistent collaboration with families is pivotal in meeting the changing needs of children and young people and ensuring the child is always at the centre of every discussion and decision in how we take our provision forward.”

All of our schools outline how they work with children, young people and their families in more detail within their SEND Information Reports which are published on each school website. They also regularly gather views and opinions through surveys, consultations and other tasks to support them in developing their SEND offer.

One of the underlying principles of the SEND Code of Practice is the practice of co-production, which is often defined as a way of working where children and young people, families and those that provide services work together to make a decision or create a service which works for them all.

The co-production feedback loop:

We really appreciate the time and effort given by families to support us in developing our SEND services. We also know how important it is to ensure that we communicate what we have learned, what we are doing as a result and how everyone's thoughts, experience and contributions have helped to shape things.

Our Key Priorities

Outcomes

When we get this right:

- School leaders can evidence that learners with SEND achieve the best possible educational and wider outcomes.
- School systems promote parent/carer contributions to maximise outcomes for pupils with SEND.
- Progress for pupils with SEND, across year groups, in a wide range of subjects, is consistently strong and evidence in their work indicates they achieve well.
- Pupils with SEND acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively.
- School leaders undertake thoughtful analysis and have a deep understanding of the educational requirements of pupils across the four broad areas of need.
- Schools engage in a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment.

Priority 1:

Thoughtful analysis of the educational requirements of pupils across the four broad areas of need to enable a deeper understanding and ensure the best possible outcomes.

Actioning:

Ensure systems are in place to rigorously and forensically analyse data and identify barriers to learning

Monitor and measure individual learner progress in attendance, behaviour, literacy skills and interventions. Scrutinise types, rates and patterns of bullying.

Curriculum development ensures an offer that is tailored to meet the needs of learners across the four broad areas of need.

Bespoke continuing professional development pathways to enable staff to develop in depth knowledge and awareness of the four broad areas of need and the impact of these on learners.

Measuring Progress:

- A reduction in suspensions of children with SEND.
- Achievement and progress of children with SEND, relative to their starting points, is excellent.
- Equitable access to the wider curricular and extra-curricular offer for children with SEND.

Leadership

When we get this right:

- Schools have a clear vision for the education of all pupils with SEND.
- School leaders and governors have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.
- School leaders and governors are knowledgeable on SEND policy and practice.
- Each SENDCo is on the school's Senior Leadership Team and is line managed by the Headteacher.
- The SENDCo works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND.
- School development plans have clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly.
- Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.
- The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils.

Priority 2:

A whole-school approach to SEND, with strong corporate responsibility that begins with every leader viewing themselves as a leader of SEND.

Actioning:

Improve leaders' knowledge of SEND across the Trust:

- Deliver further SEND Training on Code of Practice and legal responsibilities.
- Build SEND into all leadership development.
- Embed UAT 'Roles and Responsibilities' guidance.

Clear focus on SEND being the 'golden thread' and at the forefront of school development:

- All school development plans to have clear aims and objectives in place related to SEND.
- SEND to be a whole school priority requiring input from a range of stakeholders.

Develop strong school-led support:

- Trust school-to-school support network to share best practice and leadership strategies for SEND.
- Embed UAT SENDCo network to develop a community of SEND leadership.
- Develop/strengthen other school-to-school or MAT-to-MAT networks.

Measuring Progress:

- Strong leadership of SEND that delivers services to support positive outcomes, with learners central to everything.
- School leaders have improved knowledge of SEND and their responsibilities.
- Effective support networks established.

Quality of Teaching & Learning

When we get this right:

- Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.
- Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.
- The individual needs of pupils are communicated effectively to all staff.
- Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.
- Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.

Priority 3:

All pupils to consistently have access to high-quality teaching that removes barriers to learning and participation and provides an education that is appropriate for their needs, promotes high standards and ensures all pupils fulfil their potential.

Actioning:

All Trust schools to use the best available research to target professional development to support teachers to develop a repertoire of effective strategies that can be used to effectively support pupils with SEND.

Best practice shared across the Trust, linking individual teaching staff/groups to facilitate improvement in their practice.

Introduce 'SEND Champion' project across the Trust for staff who want to develop and extend their understanding of how to adapt the classroom for SEND learners.

Measuring Progress:

- Lesson planning reflects the learning needs of individuals and groups.
- Evidence from monitoring shows that high-quality teaching is consistently in place across each school.
- Improved outcomes for pupils with SEND.

Working with Pupils & Parents/Carers

When we get this right:

- The SEND Information Report provides a comprehensive summary of provision at each school.
- Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.
- Schools and parents/carers work in partnership to achieve genuine co-production, for example parent/carer forums and workshops, and structured conversations for pupils with SEND.
- Pupils with SEND communicate positively about the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.
- There are opportunities for pupils with SEND to become involved in pupil voice.
- Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out-of-hours support.

Priority 4:

Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of SEN support and provision within all schools.

Actioning:

Ensure that parent/carer engagement is embedded within the whole-school approach to SEND:

- Plan for this and detail within each school's SEND Policy.
- Establish a clear process with the SEN Governor and parents/carers to develop and review the SEND Information Report.

Develop UAT Parent/Carer Forum to shape and develop SEND Strategy across the Trust moving forwards.

Set up and establish opportunities for parents and carers to work in partnership with each school to achieve genuine co-production:

- Parent/carer forums and workshops
- Structured conversations

Measuring Progress:

- A culture and ethos within each school that actively welcomes and engages parents and carers of pupils with SEND.
- Maximised outcomes for pupils with SEND.
- School systems promote parent and carer contributions

Assessment & Identification

When we get this right:

- Comprehensive assessment supports accurate identification of need and informs classroom practice.
- The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.
- Schools scrutinise behaviour, exclusion and attendance data to ensure additional learning needs are not missed.
- The SEND register is accurate and reviewed at least termly.
- Parents and carers are fully involved in discussions with the school on identification and assessment.

Priority 5:

A robust graduated response to pupils' needs which supports accurate assessment and identification as well as establishing clear thresholds.

Actioning:

Create a UAT Graduated Response Tool, which can be adapted and personalised by each school to guide staff what to do when they have a concern and each step to take.

Focus on developing and widening high-quality 'universal' provision in schools as a first response to need and to ensure support is in place as early as possible.

As use of Graduated Response Tool is embedded in schools, evaluate how effectively assessment information is used to inform SEND identification and the graduated response to need.

Ensure assessment considers all aspects of progress and involves learners in the process, along with their parents/carers.

Measuring Progress:

- Every CYP in a UAT school receives accurately identified support to meet their needs.
- Parents/carers have clarity about provision on offer and know what to expect.
- School staff feel supported and confident to accurately identify need.

Monitoring, Tracking & Evaluation

When we get this right:

- Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.
- Interventions follow a cycle of Assess, Plan, Do, Review.
- Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.
- Schools have a good understanding of how pupils with SEND achieve with individual teachers and across subjects.
- SENDCos use externally validated data to inform the planning of interventions.

Priority 6:

Interventions follow a clear 'assess, plan, do, review' process, with outcomes clearly evidenced, tracked and monitored.

Actioning:

Ensure every intervention or provision begins with appropriate baseline data to enable progress can be carefully tracked.

- Schools to be resourced/trained with appropriate assessment data
- Provision mapping software to be used to collect entry data, expected outcomes, exit data and costings.

Clear and regular reviewing cycles to be planned for and included within school's monitoring calendars.

All stakeholders to be part of reviewing process, including CYP and their family.

School leaders to evaluate the impact of provision for individuals and groups of learners as well as the effectiveness of specific interventions or provision.

Data collected is used to monitor which interventions or provision are enabling accelerated progress and to inform next steps.

Measuring Progress:

- Rigorous monitoring and tracking of interventions and provision informs strategic decisions.
- Key indicators such as attendance and behaviour show improved outcomes for SEND learners.
- High quality provision in place across the Trust.

Efficient Use of Resources

When we get this right:

- SEND has a high profile in staff (teachers and TAs) Continued Professional Development and Learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes.
- Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact.
- There is a graduated approach to interventions. Class, group and individual support is balanced appropriately.
- Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.
- Interventions and support resources are coordinated and deployed effectively and strategically.
- Systems are in place to support this process, for example, through the use of a provision map.
- There is a consistent approach to appraisals for Teaching Assistants and they receive regular and high-quality training and professional development.

Priority 7:

Strategic deployment of Teaching Assistants and existing resources to ensure effective support and provision.

Actioning:

School leaders to complete self-assessment guide from the EEF Guidance Report on 'Making Best Use of Teaching Assistants' to assess current practice.

TA observation schedule to be used to collect data on how TAs are deployed across each school.

Create a training and development programme across the Trust to provide high-quality continued professional development and learning for Teaching Assistants.

Thorough, evidence-based reviews to be undertaken in each school to assess the statutory provision required within EHCPs and at SEN Support to look for opportunities where support can be provided collectively rather than considering each on a 1:1 basis.

Act on the evidence gathered to develop an action plan to structure thinking around reframing deployment of TAs and existing resources.

Measuring Progress:

- Resources, including TAs, are coordinated and deployed effectively and strategically.
- Resources are carefully targeted to improve outcomes for learners.
- A shared understanding of TA deployment and use within lessons is in place in each school.

Quality of SEND Provision

When we get this right:

- Schools are appropriately staffed and resourced in order to ensure high-quality provision and that pupils with SEND have their statutory needs met.
- Outside agency support is engaged appropriately and utilised effectively.
- Schools develop a holistic approach to SEND and provision is responsive to the needs, development and wellbeing of all pupils.
- Each school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further.
- Schools provide opportunities for teaching staff with an interest in SEND to pursue this further and develop their knowledge to enable them to develop into SENDCos of the future.
- Schools are outward facing and engages critically with developments in practice.

Priority 8:

Identify any patterns in the identification of need, both within school and in comparison to local and national data and use these to reflect on and reinforce provision to ensure it is responsive to the needs, development and wellbeing of pupils.

Actioning:

Each school to complete a thorough and in-depth analysis of SEND data to enable school leaders to build a strategic overview of SEND within their school and scrutinise the greatest areas of need.

Create an outward facing approach and engage critically with developments in SEND practice to develop SEND provision for the future.

- Work closely with feeder providers to identify and plan for incoming needs.
- Consider pooling resources with other local schools/across the Trust.
- Explore provision of specialists working across the Trust e.g. Educational Psychologist, Speech & Language Therapist.

Ensure provision is matched to respond to the weighting of need identified within each school.

Develop staffing and resources where needed to reinforce provision to respond to current need.

Measuring Progress:

- Each school has developed onsite expertise and excellent SEND provision that is responsive to need.
- Every CYP is able to access the support they require, either onsite, within the local community or across the Trust.
- School leaders strategically plan effective SEND provision.

How will we deliver and by when?

Strategic Delivery:

Professionals across the Uffculme Academy Trust understand that for us to deliver cohesive, holistic SEND support to our children and families we must work together around and with the child and family.

To enable this, we are dedicated to working together to deliver the priorities in this strategy, through ensuring they are embedded within our Trust Improvement Plan and School Development Plans with clear outcomes to evidence impact.

SEND Strategy Programme:

Our SEND Strategy has been based on the outcomes from SEND Reviews within each of our schools. This process is a school-led approach to improving provision and founded on self-evaluation.

Tying in with our Trust Improvement Plan, the priorities identified will be delivered over three years to ensure they are embedded at a school level before strengthening our partnership working and then formalising networks and Trust-wide alignment.



Governance Process:

To monitor the effective delivery of the SEND priorities, the SEND Strategy will be overseen by our Director of SEND and CEO. They will work closely with each school's Senior Leadership Team and regular reporting will be taken to Local Governing Bodies and the Directors of the Trust.

Acronyms

ASD	Autistic Spectrum Disorder
CYP	Child and Young People
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
LA	Local Authority
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulty
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
UAT	Uffculme Academy Trust
VI	Visual Impairment