

THE IDENTIFICATION OF NEEDS FOR CHILDREN WITH SEND

"We will work together:
Learners, parents, carers, school

ASSESS

Together, we will:

PLAN

CORE beliefs

staff specialists."

- All children are unique and we work to ensure they all achieve their very best.
- We look at the holistic child.
- We value
 everyone's views
 and ideas to gain
 a shared
 understanding of
 a child's needs.
- We work together: children, parents/carers, school staff, specialists, the Local Authority.
- All leaders in our schools are leaders of SEND.
- All teachers are teachers of SEND.

Build a holistic view of the child, including areas of strength, need, interests. We will reflect on what has and hasn't worked before.

Create a plan with appropriate support and intervention provided to meet the identified needs of the child.

Together, we will hold the child at the centre of all of our work together.

Review the impact of the support that has been put in place. We believe everyone's views and perspectives are important.

Carry out the agreed plan.





THE IDENTIFICATION OF NEEDS FOR CHILDREN WITH SEND

Using the Graduated Approach in the BWMAT

The BWMAT will work with and support schools so that:

- There is accurate identification across the trust by the dual approach of comparative analysis against national patterns and a consistently applied range of SEN need specific assessments
- The use of the SEND Template and SEND in a Nutshell is embedded in each school at leadership and Governance level.
- SEN identification is used to inform curriculum adaptation.
- School SEND identification informs progress monitoring, CPD and resource deployment
- Through our ongoing CPD at both a school and Trust level, there are opportunities for staff to continue to develop their skills and knowledge and expertise around SEND.
- Best practice is developed and shared through Hub and Network meetings
- The BWMAT Inclusion Pathway supports leadership at all levels

ASSESS

Together, we will:

Build a holistic view of the child by quickly and accurately identifying strengths and needs. We will:

- Talk with the child finding out how best they learn, identify what they find difficult and agree where they would like support.
- Collect information from all connected to the child including parents, school staff and outside agencies.
- Always identify a child's strengths to build confidence and independence.
- Check that a child does not have other unmet learning needs that may be masked by surface behaviours.

Together, we will hold the child at the centre of all of our work together.

Match provision to the needs of the child through:-

- Making a plan, (school, child, parent) which outlines appropriate support and intervention to meet identified need.
- Agreeing reasonable adjustments that will be made to support learning linked to the school's behaviour, accessibility, and SEND policies.

Reflect on the impact of support through:

- Reviewing if provision is meeting the child's needs
- Exploring the impact of provision across a range of measures.
- Identifying what has made a positive impact for the child.
- Agreeing where provision needs to be further adjusted.

- Plan and deliver evidence-informed strategies and interventions
- Adapt and sequence the curriculum to meet need.

PLAN



BWMAT INCLUSION PATHWAY

BWMAT SEND policy, read here or visit www.bwmat.org/docs/policies/SEND_Policy_2022.pdf

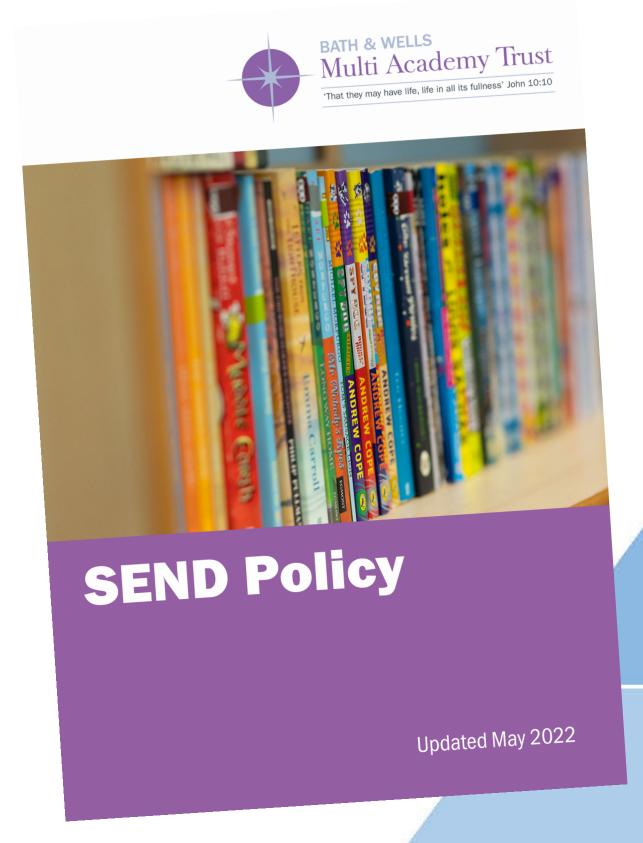
BWMAT - how we celebrate

Diversity and Difference.

www.bwmat.org/Education-Strategy2021-22/ or click on image

Pathway

A 4 Year Plan



Specialist

Access to satalite

Alternative Provison support and
further training for
child, family, staff and school
Peer to peer leadership support for Head and
SENDCo when managing complex cases
Multi Agency Inclusion Panel for complex cases
(and could support at EHCP emergency review)
Panel case reviews of fixed term and permanent exclusions
Centrally procured EP, Speech and Lang Therapist

2024-2025 SEND Strategic Plan

> 2023-2024 SEND Strategic Plan

Targeted/Bespoke

Specific suite of specialist training linked to broad area of need analysis through whole

Trust provision mapping to inform network and Hub CPD offer.

Headteacher analysis of SEND in a nutshell and data analysis to inform specialist and bespoke training at school level

Specialist SEMH consultancy to work with schools to work collaboratively to evaluate develop SEMH provision

Commissioned school review, consultation and action planning for specific SEND need (primary areas of need) by Trust Headteacher and SENCO inclusion leads

Comissioned inclusion or Pupil Premium collaborative reviews

AP satalite hub training for staff where a pupil is at risk of permanent exclusion

Review of SEND case studies - knowledge of best practice

DIVERSITY AND DIFFERENCE

WHAT IT
WEANS

LEADERS
CHERISH
DIVERSITY
AND
INCLUSION

CHARACTER
STANDS AT
THE HEART OF
EDUCATIONAL
ACHIEVEMENT

Leaders for the benefits of an emidiage of the standard and the standa

Universal

Annual SEND leadership training for all governors

New SENCOs assigned a mentor for their first year. New Headteachers to received SEND module training as part of induction

School annual SEND in a Nutshell profile, to support their strategic leadership of SEND

Whole school SEND review annually with Hub SEND Leads

Access to a suite a tools, templates and training to enable accurate identification of SEND and a strogn graduated approach

CPD Package and Trauma Informed Schools training for SEMH

Access to 3 SEND network events with specific training linked to Trust SEND strategic plan for SENCOs and Headteachers

Specific SEND training for nursery staff and partnership wth LA EY SEND leads

Identification of succession planning for SENCOs and offer/sponosrship for training

Training for co-production and parent/pupil voice

2022-2023 SEND Strategic Plan