



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

THE IDENTIFICATION OF NEEDS FOR CHILDREN WITH SEND

Together, we will:

ASSESS

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

PLAN

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.

REVIEW

Carry out the agreed plan.

DO

*"We will work together:
Learners, parents,
carers, school
staff, specialists."*

CORE beliefs

- 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.

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

Together, we will:

ASSESS

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.

PLAN

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.

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

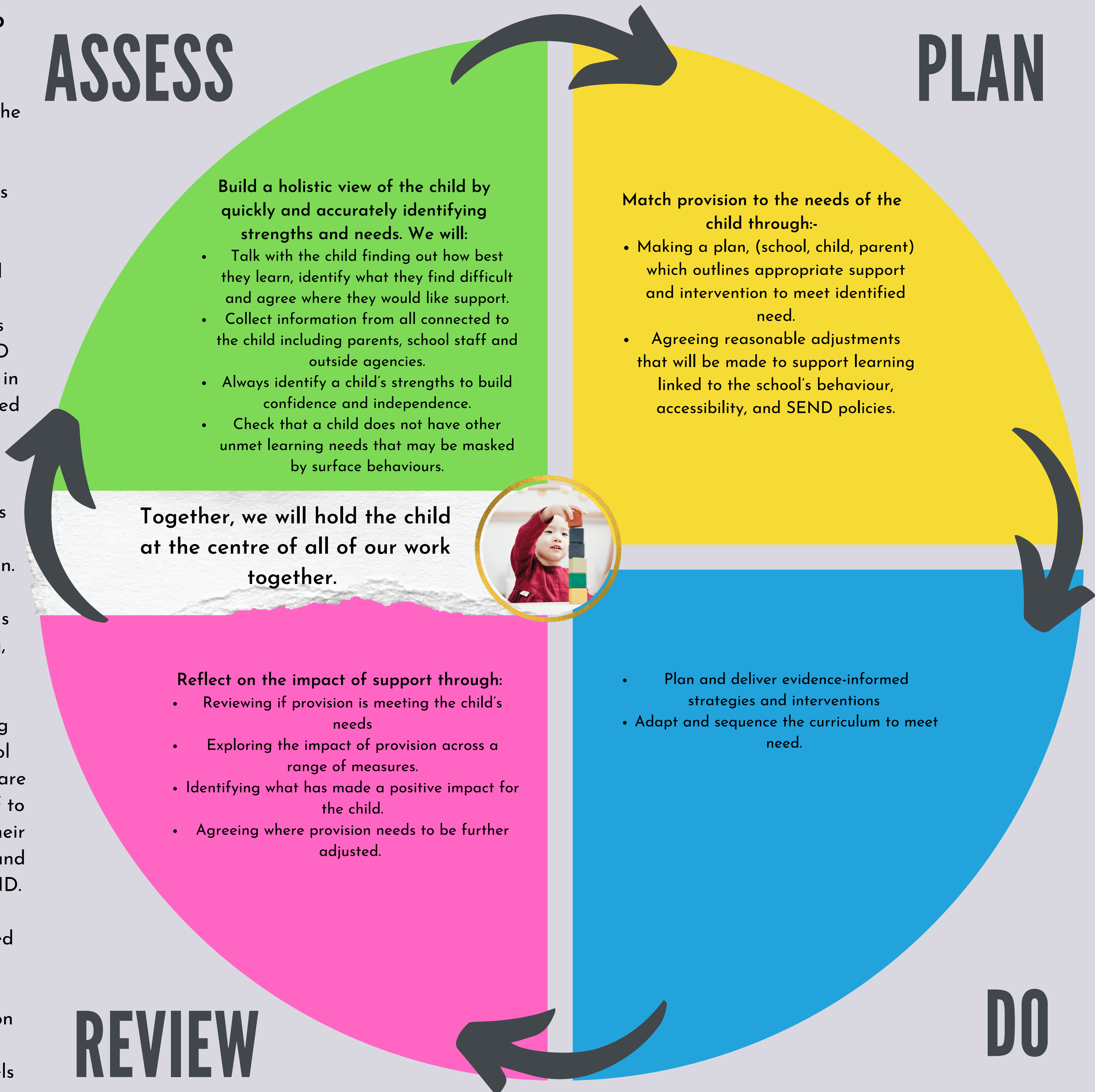


Reflect on the impact of support through:

- 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.

REVIEW

DO



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-Strategy-2021-22/ or click on image

BWMAT Inclusion Pathway A 4 Year Plan

