



LIGHTHOUSE
SCHOOLS PARTNERSHIP



MAT

SEND REVIEW

I.0 LEADERSHIP

EVALUATIVE STATEMENTS - Each school in the Trust acknowledged:	ACTION:
1.1 those responsible for the strategic leadership of SEND have a clear vision for the SEND provision and outcomes in the Trust and that GJL, SMI and LJM are members of the Trust executive team;	<ul style="list-style-type: none"> Trust to update website with the detail of those responsible for the strategic leadership of SEND in T6 2020.
1.2 the Trust should develop a SEND policy that meets the legal requirements and published on both the Trust website and on school websites, (the Trust strategic plan includes identified SEND strategic objectives and supported by an effective development plan);	<ul style="list-style-type: none"> Draft a SEND policy in T5, consult in T6, and publish for adoption by each LGB in readiness for September 2020.
1.3 they would like Trust wide exclusion data to be shared which ensures that the representation of pupils with SEND is proportionate and that exclusion is used as a last resort (to use as a bench marking tool with each LGB);	<ul style="list-style-type: none"> DoE to produce from September 2020.
1.4 those responsible for the strategic leadership of SEND have received appropriate training and are experienced and knowledgeable on SEND policy and practice;	<ul style="list-style-type: none"> DoE training record published annually based on previous academic year.
1.5 those responsible for the strategic leadership of SEND lead discussions regarding the deployment of Trust SEND resources (beyond the deployment of the Lead Teacher for SEND and Pupil Engagement) and the effective use of funding at both school level and Trust wide (outcome: the impact of expenditure and resource deployment is evaluated effectively by the Trust);	<ul style="list-style-type: none"> LJM annual report of audited accounts in December each year.
1.6 a need to establish a lead Trustee for SEND at Trust level and a lead Governor for SEND at school level (in place) and that there is effective regular contact between them and those responsible for the strategic leadership of SEND;	<ul style="list-style-type: none"> Trustees to appoint a lead trustee for SEND by T6 2020.
1.7 the lead Trustee and SEND governors require training on how to systematically challenge leaders about the progress and attainment of pupils with SEND and the efficient use of resources (outcome: SEND provision, including roles of staff is clearly articulated and understood by Trustees and each Local Governing Body);	<ul style="list-style-type: none"> Trustees to agree a programme of training for SEND lead Governors in 2020/2021.
1.8 staff CPD needs to relate to SEND to ensure accurately identified (based on need) ongoing training is in place (including for support staff) in each school;	<ul style="list-style-type: none"> DoE to publish full programme of Trust CPD for 2020/2021 by T6 to inform RAPP planning.
1.9 leaders do not consistently use performance management to improve outcomes for pupils with SEND across all schools within the organisation and within the Trust leadership itself.	<ul style="list-style-type: none"> Awareness to be raised about performance management appraisal objectives in 2020/2021 by DoE.

2.0 IDENTIFICATION

EVALUATIVE STATEMENTS - Each school in the Trust acknowledged:	ACTION:
2.1 schools do not yet work effectively with those responsible for the strategic leadership of SEND within the Trust to support accurate and early identification;	<ul style="list-style-type: none"> Trust Lead Teacher to audit need and the cost of purchasing diagnostic tools in T5 2020 (secondary & primary) (AB) Identified SENCOs/Trust Lead Teacher for SEND & Pupil Engagement to train to use to diagnostic tools to support accurate and early identification.
2.2 they were not aware whether a Trust SEND strategic overview was in place across the Trust to inform provision planning (provision planning is not in place beyond Mental Health First Aid) (not all staff in all schools are familiar with this);	<ul style="list-style-type: none"> DoE to share Trust Strategic Plan with SENCOs annually. SENCOs to contribute to strategic planning conversation.
2.3 they did not know patterns of need at Trust and school level are analysed effectively by the Trust and that the information is used to support the development of the organisation (this is because this has not been the case until April 2020);	<ul style="list-style-type: none"> DoE to publish census data against the four areas of need in T3 annually.
2.4 they did not know whether those responsible for the strategic leadership of SEND liaise with parents, schools and outside agencies to ensure accurate and early identification;	<ul style="list-style-type: none"> Trustees to delegate to schools within the Scheme of Delegation.
2.5 the SEND Code of Practice and DfE census guidance is used when categorising a pupil's area of need and the Trust analyses this information (completed) in order to support the development of provision across the organisation (this is now required);	<ul style="list-style-type: none"> DoE to publish data against the four areas of need in T3 annually (from the census). Linked to 2.1 Trust to use DfE census in order to support the development of provision across the organisation (annually in T4).
2.6 the Trust ensures that the effectiveness of high quality classroom teaching is taken into account before assuming a pupil has SEND;	<ul style="list-style-type: none"> Trust visits to address this in 2020/2021 through lesson visits and work sampling etc. modelling this for senior and middle leaders.
2.7 the Trust does not ensure that teaching assistants and additional staff are used to support the identification process where necessary (this is an area for development);	<ul style="list-style-type: none"> Linked to 1.8
2.8 those responsible for the strategic leadership of SEND work, no not currently work with specialists to support the identification process;	<ul style="list-style-type: none"> DoE/CFOO to agree Service Level Agreements with other agencies in T6 2020 and then reviewed annually.
2.9 the SEND 'register' in each school is accurate and reviewed regularly (this may not be the case-linked to identification);	<ul style="list-style-type: none"> Linked to 2.6
2.10 a range of diagnostic assessments are not yet available to support accurate screening for SEND across all schools within the Trust as cost can be prohibitive and training is need.	<ul style="list-style-type: none"> Linked to 2.1

3.0 TRACKING AND MONITORING PROGRESS

EVALUATIVE STATEMENTS - Each school in the Trust acknowledged:	ACTION:
3.1 the Trust executive team have a clear understanding of the progress and attainment of pupils with SEND and how these compare with national figures and with other pupils across the Trust;	<ul style="list-style-type: none"> DoE to publish in the News Bulletin for schools to use as a benchmarking tool. Linked to 2.5
3.2 the Trust monitors the progress and attainment of pupils with SEND across the four broad areas of need;	<ul style="list-style-type: none"> Trustees to delegate to schools within the Scheme of Delegation, as progress and attainment information is not available to the Trust for all year groups and subjects.
3.3 the Trust does not monitor the progress and attainment of pupils with SEND across all year groups and within subjects, conducting comparative analysis in order to identify patterns and trends;	<ul style="list-style-type: none"> Trustees to delegate to schools within the Scheme of Delegation as progress and attainment information is not available to the Trust. Linked to 3.2
3.4 the Trust has does not use progress and attainment data effectively, to inform planning and interventions;	<ul style="list-style-type: none"> Trustees to delegate to schools within the Scheme of Delegation. Trust to use the information obtained from schools to agree Service Level Agreements with outside agencies.
3.5 reports on the progress of pupils with SEND are shared with relevant colleagues in all schools and used to target support effectively;	<ul style="list-style-type: none"> Linked to 3.1
3.6 pupils with SEND are set challenging progress targets taking into account national expectations, prior progress and attainment;	<ul style="list-style-type: none"> Trust visits to agree targets set, review mid-year and evaluate alongside the school when unvalidated & validated pupil outcomes are published (DfE).
3.7 standardised and diagnostic assessments are not yet used to further track and monitor progress of pupils with SEND across the Trust and the data analysed effectively to inform provision;	<ul style="list-style-type: none"> Linked to 2.1
3.8 attendance, exclusions and behaviour data is used by the Trust. However, other qualitative data e.g. attitudinal surveys are not used to measure and personalise interventions across the Trust;	<ul style="list-style-type: none"> Linked to 3.4
3.9 the Trust evaluates the extent to which its schools are engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data;	<ul style="list-style-type: none"> DoE to include in the Trust Strategic Plan for 2020/2021 as a key area for development.
3.10 the Trust carefully analyses rates, patterns of and reasons for fixed-period and permanent exclusions to ensure that the representation of pupils with SEND is not disproportionate at the end of KS2 and KS4;	<ul style="list-style-type: none"> DoE to publish in the News Bulletin for schools to use as a benchmarking tool. Linked to 2.5 & 3.1
3.11 there are informal or unofficial exclusions within the Trust there are informal or unofficial exclusions within the Trust (this relates to part-timetables that fall within the regulations which require pupils to be taught for between 22-25 hours).	<ul style="list-style-type: none"> DoE to seek guidance and publish for all schools to note and act upon in T6.

4.0 HIGH QUALITY TEACHING AND INTERVENTION

EVALUATIVE STATEMENTS - Each school in the Trust acknowledged:	ACTION:
4.1 those responsible for the strategic leadership of SEND at Trust level work alongside SENCOs to support differentiation and curriculum development (when provision is evaluated as part of a lesson visit, book scrutiny or as pupil voice is captured) ;	<ul style="list-style-type: none"> DoE to raise awareness with headteachers about the need for SENCOs to join planned Trust visit to each school in 2020-2021.
4.2 It is not always the case that each school promotes 'quality teaching' as the first step in responding to pupils' needs. Some schools felt teachers often look to others to meet a pupils needs and need to be reminded of their responsibilities;	<ul style="list-style-type: none"> Planned Trust CPD programme to address this in 2020-2021. Linked to 1.8 & 1.9 & 4.11
4.3 those responsible for the strategic leadership of SEND ensure that SENCOs do not regularly evaluate the quality of teaching for pupils with SEND or analyse the information at a Trust wide level. This situation is compounded by and linked to time constraints and timetabled teaching commitments;	<ul style="list-style-type: none"> Linked to 4.1 DoE to review Bath Spa University research on the SENCO role and allowing allocated time to fulfil the role (noting the revised SEN Code of Practice may dictate this) and share with Headteachers and each LGB.
4.4 that provision mapping process is not consistently in place to support the coordination of support and interventions in each school;	<ul style="list-style-type: none"> SENCOs have asked the Trust to lead the development of an agreed Trust wide model for provision mapping (Trust Strategic Plan 2020-2021).
4.5 there is not always an appropriate balance between in-class, group and individual support in each school as too many pupils leave the classroom for extended periods of time and do not learn to work alongside their peers successfully;	<ul style="list-style-type: none"> Planned Trust CPD programme to address this in 2020-2021. Linked to 1.8 & 1.9 & 4.11
4.6 those responsible for the strategic leadership of SEND do not ensure that SENCOs use evidence based interventions and evaluate their impact effectively. This is often because there are not trained staff available to led interventions in Trust schools, or the school cannot afford to fund staff to lead interventions (often associated with budget pressures). Schools recognised Trust planned 'lesson visits' to classrooms with a leader do sometimes include an intervention group or 1:1;	<ul style="list-style-type: none"> Schools to understand the Trust does not fulfil this function as it is in the Trust Scheme of Delegation and delegated to each school.
4.7 those responsible for the strategic leadership of SEND ensure support is informed and delivered by adults who understand need and know pupil's targets;	<ul style="list-style-type: none"> Linked to 4.6
4.8 those responsible for the strategic leadership of SEND ensure that SENCOs and other senior leaders monitor the impact of support staff and review this regularly through lesson visits and observation;	<ul style="list-style-type: none"> Linked to 4.6 & 2.6
4.9 those responsible for the strategic leadership of SEND support SENCOs and other senior leaders do not consistently ensure teaching assistants monitor the progress of pupils with SEND during classroom support/intervention;	<ul style="list-style-type: none"> Linked to 4.6
4.10 Currently not all schools effectively implement the Graduated Approach; The 'Assess, Plan, Do, Review' cycle is embedded for every pupil with SEND across all schools within the Trust;	<ul style="list-style-type: none"> Linked to 1.8, 4.2. 4.5 & 4.11
4.11 a comprehensive CPD programme is not yet in place at Trust and school level to ensure ongoing improvements in the quality of teaching and learning for pupils with SEND.	<ul style="list-style-type: none"> Linked to 1.8, 4.2. & 4.5

5.0 DEVELOPING PROVISION

EVALUATIVE STATEMENTS - Each school in the Trust acknowledged:	ACTION:
5.1 the Trust does not provides a range of packages of support for pupils with SEND as part of a personalised curriculum, making effective use of locations, provision and expertise within the organisation;	<ul style="list-style-type: none"> Trustees to delegate to schools within the Scheme of Delegation.
5.2 those responsible for the strategic leadership of SEND ensure that the Trust supports its schools to develop the required on-site expertise to meet its full range of pupil needs;	<ul style="list-style-type: none"> DoE to ensure the CPD offer develops on-site expertise to meet its full range of pupil needs Linked to 1.8. 4.2, 4.5, 4.11
5.3 the Trust does not have in place systems to provide the necessary support for pupils with SEND through transitions within settings, between settings within the Trust and to settings beyond the Trust;	<ul style="list-style-type: none"> DoE to include in the Trust Strategic Plan for 2020/2021 as a key area for development.
5.4 those responsible for the strategic leadership of SEND are not proactive in ensuring that all settings within the Trust keep parents/carers and pupils with SEND well informed;	<ul style="list-style-type: none"> Trustees to delegate to schools within the Scheme of Delegation.
5.5 the Trust develops opportunities through the annual Trust parent questionnaire to hear the views of parents/carers. This information is collated centrally and analysed to ascertain key themes and variables;	<ul style="list-style-type: none"> CEO to share collated information with schools annually.
5.6 those responsible for the strategic leadership of SEND promote but are not able to ensure that schools and parents/carers are supported to work in partnership to achieve co-produced outcomes relating to pupils with SEND;	<ul style="list-style-type: none"> Trustees to delegate to schools within the Scheme of Delegation.
5.7 those responsible for the strategic leadership of SEND ensure that best practice is shared between schools as part of the SENCO Network and there are opportunities to review and learn from each other (such as developing peer SEND review opportunities). Primary Peer Challenge Reviews and Challenge Partner Quality Assurance Reviews happen annually;	<ul style="list-style-type: none"> The SEND Network will meet six times in 2020/2021 (rather than three times). The DoE will attends Network meeting.
5.8 the Trust commissions outside agency support effectively through Somerset Services for Education and individual schools commission outside agency support and as a result, this is high quality and there is evidence of improved pupil outcomes;	<ul style="list-style-type: none"> DoE/CFOO to agree Service Level Agreements with other agencies in T6 2020 and then review annually.
5.9 those responsible for the strategic leadership of SEND have not systematically made effective use of links with a range of SEND organisations to ensure that the Trust is at the forefront of SEND practice.	<ul style="list-style-type: none"> The Trust will register with the National Association for Special Educational Needs (NASEN) in 2020 and offer registration to all schools at a procured rate.