



**OCT SEND
Strategic
Plan
2021-2024**

Statement of Intent

As a trust we believe that all practitioners are a teacher of SEND.

At Orchard Community Trust our aim is for all pupils to achieve well in all phases of their education, leading happy and fulfilled lives. We aim to support our pupils in reaching their goals, their parents on the path of raising our next generation, and the staff in providing the best, most inclusive and valuable education we can. We have a culture of high expectations, offering quality opportunities and sharing our good practice. This is underpinned by a robust Assess Plan Do Review cycle.

This 3 year SEND strategy is provided for all pupils with an additional need, from SEN Support level through to EHCPs and specialist provision. Needs from all 4 areas of SEND are supported within our trust. We work closely with each other and external agencies to provide inclusive and bespoke curriculums for our pupils.

The impact of this strategy will be evaluated frequently, considering effectiveness of social and community provision alongside value for money.

Areas Of Each Priority

Intent

Priority 1
Leadership
of SEND

MAT Leadership
Governors and Trustees - Leads
Governor and Trustees – Training
Development of the Website

SEND lead will work with head teachers and the Trust Board to ensure compliance.
Continue to share inclusive practice and consistency, for example PLASC characteristics.
Identification of quality of, and need for policies and training.

Priority 2
Identification

Descriptors and SEND register

Ensure consistency of data collection for Census/DfE, SEND registers and classification in each setting and moderation using the Stoke Matrix.

Priority 3
High Quality
Teaching &
Intervention

Quality First Teaching of SEND
Sharing good practice of interventions,
SENCO support and CPD and outreach

SEND agenda items at all OCT meetings, involving all stakeholders in moderation and discussion.
Development of SEND champions to share expertise.
Utilise published support such as NASEN.

Priority 4
Tracking and
Monitoring

Systems - data tracking, provision mapping
and EHCP expenditure.

Develop central team to support in tracking destinations of school leavers, data analysis and information dissemination across the MAT.
Explore the commissioning of external agencies such as educational psychologists.

Priority 5
Provision

Strategic review of support

All OCT SENCOs and SEND leaders access NASEN Gateway to provide current information and training to colleagues. SENCOs to co-plan and moderate, with the development of a Charter of Entitlement for all pupils.



Priority 1 – Leadership of SEND – MAT Leadership

MAT, school, SENCOs/SEND leaders need to be fully aware of and utilising Whole School SEND and NASEN resources and have a knowledge of and have read Chapter 6 of the SEND Code Practice (2015)

SENCOs/SEND leaders to engage in Peer Review training, reviews to be diarised and information shared centrally.

SENCOs to receive support through 1:1 and group supervision via external service provider

Year 1 2021-2022

All schools include Chapter 6 of the SEND Code of Practice in their staff handbooks as required reading.

Regular think piece for half termly SENCO meetings. Can be taken from a range of sources; NASEN, COP, EEF, Research School newsletters, academic reading and research. Use this reading to support in schools via dissemination.

Review of each school to take place over the Autumn term, with outcomes and recommendations shared.

Follow up visits to be completed approx. 6 months following the peer review.

SENCOs to engage in training offered via external agencies.

4 SENCOs to take part in reviews via the Teaching Alliance, visiting schools outside of the MAT - **SENCOs have agreed to take part, but the teaching alliance have not yet approached us.**

Year 2 2022-2023

SENCOs feel confident in conducting peer reviews in schools that are new to the trust.

Training received via the Teaching Alliance to be disseminated to all SENCOs. - **no further training has been provided from the Teaching Alliance to date.**

SEN Review is offered as part of the MAT Outreach document.

SENCOs to receive support through 1:1 and group supervision via external service provider

Year 3 2023-2024

The review process is an embedded part of our SEND provision.

Priority 1 – Leadership of SEND. Governor and Trustee Leads

SEND Trustee to attend the SENCO meetings

SENCOs to support SEND Governor in school in challenging leaders to improve outcomes for students with SEND.

Develop this level of challenge through appropriate and supportive data sharing.

Termly meetings between SEND Governors and SENCOs/SEND leaders

Year 1 2021-2022

SEND trustee to regularly attend MAT SENCO meetings, developing a good understanding of the successes and challenges facing individual schools.

This will be fed back at Trust level.

SEN link governor visits need to be consistent across all schools. HS to support visits if needed. Visit will follow proforma. **HS supporting SENCOs, not yet consistent in all schools.**

Produce a 'data in a nutshell' document to be used across the trust, providing consistency in the delivery of SEND data to governors.

All schools have a data in a nutshell in draft form. To be reviewed at Autumn SENCO meeting in preparation for sharing with governors and trustees.

Year 2 2022-2023

Link Governor visits are diarised and become a matter of course.

Link governors are able to speak about the quality of SEND provision knowledgeably.

Training provided to new schools in data analysis and presentation.

Bi-annual SEND link governor network meetings diarised.

HS to offer regular SEND training to governors, developing a menu of training opportunities.

Year 3 2023-2024

Bi-annual SEND link governor network meetings diarised.

Priority 1 – Leadership of SEND. Governor and Trustee Training

Trustee and Governor training – SEND in general and to be aware of the Peer Review process

SEND Governor meetings held centrally and chaired by SEND Trustee

Long-term aim for each academy's Governing Body to engage in the Whole School SEND Governance Self-Review guide

Year 1 2021-2022

Trustee training to include:

SEND agenda

School level training

Trustee / Governor responsibilities

SEND Strategy Lead to deliver 'An Introduction to SEND' to trustees.

Review the discussion round SEND at FGB meetings.

Review the content in Head Teachers reports to governors around SEND.

SEND governor meeting to be held in Autumn term, moving to a termly program of meetings. Autumn training delivered. Annual program of training to be agreed with KL.

Year 2 2022-2023

Each school to use the SEND Governance audit as a self reflection activity - [propose this to headteachers](#).

Use reflection activity to develop an action plan for each school.

Use action plans to identify training needs for each school, collaborating where appropriate.

SEND Induction pack for SEND governors either in role or new to role.

Year 3 2023-2024

Each school to use the SEND Governance audit as a review of their setting.

SEND Trustees are able to support the governing bodies of new schools joining to trust in completing the SEND Governance Self Review.

Review of action plans.

SEND governor peer support, especially following SEND reviews or inspections, providing evidence of good or outstanding elements of SEND governance.

Priority 1 – Leadership of SEND. Development of the Website.

Excellent practice from schools to be uploaded on to the website

MAT brochures and directory of staff, outlining expertise and support for learners with SEND

Current news strapline on the website to be developed

Website must accurately portray what we are good at, while acknowledging areas we are developing.

Year 1 2021-2022

Research models of presentation for SEND on MAT websites - might a Padlet be appropriate?
Explore the information shared. **Content prepared and ready, presentation to be confirmed with new website provider**

SEND strategic lead to work alongside OCT Compliance Officer to ensure compliance.

Establish a basic SEND section of the MAT website which can be continually updated. **As above**

MAT SEND offer

SENCOs to be jointly responsible for researching and forwarding useful links and information to HS. - **done through SENCO meetings**

Year 2 2022-2023

Upload relevant information and ensure this is kept up to date.

Confidence in referring to the SEND section of the website when introducing new schools to the MAT.

Raise the profile of the MAT SENCO forum through positive and inspiring reflections on the MAT website.

Year 3 2023-2024

Develop the contributions of schools new to the MAT to ensure all schools are equally reflected on the website.



Priority 2 – Identification. Descriptors and SEND Register

SENCOs/SEND leaders to develop MAT- wide definitions of PLASC descriptors to ensure consistency on how data is collected for the DfE census. Use the latest matrix document from Stoke LA to ensure compliance.

SENCOs/SEND leaders to train the colleague who will gather the data for the DfE census and records information on SIMS

Review of SEND registers across MAT to ensure consistency

Year 1 2021-2022

Explore the categorising of pupils with additional needs through a moderation exercise. Review the school census.

How are the matrix documents used in each school? Explore using this to create our own 'before the SENCO' document to support teachers. - [Quality First Teaching document written](#)

SENCOs to compile a list of diagnostic assessments and resources used by each school. Use this as a database for schools to refer to for specific guidance and support. SENCO's to offer support in assessing children through visits to schools or shadowing visits. - [detailed within the Quality First Teaching document](#)

Year 2 2022-2023

Support new schools to the MAT in accessing diagnostic testing for their children.

Analyse the effectiveness of the [QFT](#) document produced in Year 1. Amend accordingly.

Do the diagnostic tests available across the MAT meet the needs of our children? Explore the range of testing providers and the cost effectiveness of purchasing as a MAT rather than individually. Storage?

Establish SENCO champions in areas of need relating to the PLASC descriptors.

Year 3 2023-2024

SENCO champions secure in their areas of expertise so that new schools to the Trust have an immediate reference point to support their teams.

SENCO champions to be used as a unique selling point in the brochure of support / on the website.



Priority 3 – High Quality Teaching and Interventions. Quality First Teaching of SEND.

SENCOs/SEND leaders to use, with classroom staff, the SEND Peer Review document to inform future CPD.

Year 1 2021-2022

Completion of SEND Peer Review Document in each school.

Analysis of outcomes from audits to identify training needs and the best methods to support these needs.

Use an APDR cycle to review the training needs and inform planning for Year 2 and 3.

Use the outcomes of the audit to inform the SEND element of MAT training day.

Year 2 2022-2023

Re-visit the SEND audit annually. review the action plan and amend accordingly.

Support new schools in using the audit as a baseline for their SEND provision and training needs.

Support SENCOs in using their review file to inform conversations and inspections.

Year 3 2023-2024

Priority 3 – High Quality Teaching and Interventions. Sharing good practice of interventions .

Develop the mind-set that we can all learn from each other, sharing best practice and developing interventions over time.

All SENCOs/SEND leaders to engage in monitoring the quality of teaching and to use data gathered to inform timely and appropriate interventions.

Triangulate the evidence base to evaluate the impact of interventions.

Share interventions/ strategies/ approaches that impact progress of SEND pupils

Year 1 2021-2022

Share each schools monitoring cycle, scrutinising how this is completed and how the progress and attainment of pupils with SEND is tracked. - [EHCP tracker developed by special schools and to be trialled in mainstream schools.](#)

Data to be shared with all staff involved in the identified pupils education.

Data to be used to influence staffing structures and use of specific staff members.

SENCOs to share how they each share the impact of interventions, and how this information is used to inform future practice.

Year 2 2022-2023

Produce a monitoring policy/protocol to support SENCOs in the tracking and implementation of interventions.

This document will be used to support new schools joining the trust, or new SENCOs within our schools.

Review the data delivered to governors and trustees, considering feedback on ease of access and comprehension.

Year 3 2023-2024

Priority 3 – High Quality Teaching and Interventions. SENCO Support

SENCOs/SEND leaders to support teachers and TAs with upskilling on the Graduated Approach and the Engagement Profile

Review the curriculum offer in each academy and whether this responds to the needs of the cohort

‘SENCO Buddying’ approach across academies to monitor QFT (SEND). This provides support SENCO to SENCO, whereas the SEND champions will support any practitioners in there are of expertise.

Year 1 2021-2022

Continue to support SENCOs through the network of SENCOs within the MAT – listening ear, impartial advice

Engagement Profile in mainstream settings - special schools to support in individual cases - comprehensive support from special schools, no children in mainstream schools accessing this currently.

How are the needs of SEND children met within the wider curriculum? SENCOs look at their own schools curriculum offers, following up where needed with conversations with curriculum leads. - completed through the SEND reviews, to be followed up through support in schools.

Year 2 2022-2023

Widen the SENCO buddy program to include new schools to the MAT - existing SENCOs to support new SENCOs in implementing areas of this plan.

Engagement Profile case studies - can we widen the use of the Engagement profile to support children with behaviour needs?

SEND support in foundation subjects - focus on provision for all levels of SEND and how this differs.

Year 3 2023-2024

Provide a buddy service as part of the outreach brochure. remote support, with some face to face visits where teaching commitments allow.

Priority 3 – High Quality Teaching and Interventions. CPD and Outreach

Identify and address CPD needs through audits and reviews.

Utilising the knowledge and expertise across special and mainstream academies by offering CPD provided by MAT colleagues, external agencies, etc.

Opportunities to share best practice and to see it in action in settings

Year 1 2021-2022

Produce a MAT outreach brochure to support existing OCT schools. Focus on sharing expertise, shadowing and observation in schools. - peer to peer support document procued

Monitor the impact of these visits and training opportunities through gathering feedback, reflections or case studies. -

Specialist practitioners to visit schools with specific concerns, providing a report with actions and a follow up visit. - schools refer as needed.

Develop the use of Kemball Outreach within the trust, while identifying other outreach opportunities from different settings.

Year 2 2022-2023

Produce a MAT outreach brochure for schools outside of the Trust, building on the existing outreach offered by Kemball. Costings, capacity and availability to be considered carefully.

Following training opportunities update both of the brochures annually, ensuring that all skill sets are recognised and utilised.

Year 3 2023-2024

Priority 4 – Tracking and Monitoring – Systems.

Schools and MAT to analyse assessment systems in settings to ensure that they effectively track and monitor the progress of SEND learners, informing early intervention, timely and appropriate interventions and record the impact of these. SENCOs to review provision mapping across the MAT
Schools to develop the tracking and monitoring system for learners working above the Engagement Profile but not at ARE
Review the cost of resources for each child with an EHCP and whether interventions or resources used are good value for money.

Year 1 2021-2022

All mainstream schools will begin using Insight from September 2021.

Task to explore the use of Insight for intervention tracking, engagement profile tracking, EHCP milestone tracking. - **Data group and SENd group 2022-2023**

Provision mapping facilities to be explored on Insight, with all schools utilising this as a method of recording and tracking interventions. **SENd group 2022-2023**

Audit the moderation processes in all schools. Discuss effectiveness, similarities and differences.

Develop a consistent approach to monitoring EHCP targets and progress against milestones. - **started 2021-2022, needs to be consolidated**

Year 2 2022-2023

All schools to be competent and confident users of Insight.

Provision mapping to be consistent. Explore the possibilities of this including costings.

SENCOs to support new schools to the trust in using Insight for tracking and monitoring.

Moderation exercise across all schools - possibly 1 day inset?

Audit the moderation processes in all schools. Discuss effectiveness, similarities and differences.

Year 3 2023-2024

Use of insight is embedded into practice.

Governors and trustees are able to use the data and tracking provided by SENCOS to challenge outcomes.



Priority 5 – Provision. Strategic review of Support

Support Staff CPD planned centrally – non-negotiable training requirements.

Engage with research linked to: Webster, Blatchford, Russell et al in order to develop ability of TAs to support students away from ‘learned helplessness’ towards greater independence

Support staff to develop skills in each other through team teaching and movement between settings.

Year 1 2021-2022

SENCOS to share their current strategies for deploying and quality assuring the practice of their support staff.

Identify specific skills in support staff who can be identified as peripatetic teaching assistants.

Compare the roles of support staff across the MAT and how these differ or are similar.

Identify any specific training needs for the support staff. Source training from MAT schools where possible. - individual schools access as needed

Year 2 2022-2023

Empower support staff through their sharing of good practice and team teaching with other settings.

Evaluation of the impact of support staff on the pupils – data analysis and progress reports.

Share the appraisal of support staff and how these systems can be used to support across the MAT.

Year 3 2023-2024

Compare job description for support staff across the MAT and consider how this can be streamlined.



Glossary of Terms

Term	Definition	Term	Definition
OCT	Orchard Community Trust	DfE	Department for Education
MAT	Multi Academy Trust	SEND Link Governor	Governor within each school linked to SEND
SEND	Special Educational Needs and Disabilities	SENCO	Special Educational Needs Co-ordinator
Stoke Matrix	Matrix to support schools in providing the best provision for children with additional needs.	4 areas of Need	Communication and Interaction, Sensory and Physical, Cognition and Learning, Social, Emotional and Mental Health
APDR	The Assess, Plan, Do, Review cycle	NASEN	National Association for Special Educational Needs
PLASC	Pupil Level Annual School Census	CENSUS	Statutory data collection for all maintained schools in England

Key Stake Holders

Title	Role	Name
Chief Executive Officer (CEO)	Responsible for the overall strategic leadership of the OCT.	Rob Johnstone
Trust Board Chair	Responsible for the effective leadership of the board and governors.	Gill Howell
SEND Trustee	To lead on the governing board's monitoring arrangements, ensuring that all pupils with SEND get the support they need.	Sue Thomas
Lead Head Teacher	Trust Head Teacher leading the SEND Strategy.	Lisa Hughes
OCT SEND Strategy Lead	To provide strategic leadership within the MAT in order that the needs of pupils with SEND are met.	Hayley Sutton
Governance and Compliance Officer	To ensure that the MAT acts in accordance with all the relevant requirements of laws and regulations.	Karl Lawton