

2023-2026

**SEND
TWO PAGE
STRATEGY**

DCS Specialist Support Services

VERSION: 1

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Strategy Document Number 80

STRATEGIC VISION

The Education & Care Strategy Visions which are reflected in this SEND Strategy are:

By July 2026, all children who are educated in a DCS School or Setting will:

- Receive **personalised provision** from first contact through to graduation.
- Be on a trajectory to **achieve high standards** that are above that of their contemporaries in English schools; through expectation, high quality teaching, accurate assessment and full support of their personal learning journey;

By July 2026, all children will receive teaching and learning provision throughout their educational journey from our trusted and valued educators who:

- Demonstrate current **professional expertise** in both subject knowledge and pedagogy;
- Teach **good and outstanding lessons** that are **innovative** and **inspiring**, delivering them in a safe, well-managed and **stimulating environment** that fosters positive risk taking and encourages next steps for learning;
- Actively contribute to the **development of the whole child** companioning their individual needs and potential.

STRATEGIC AIMS

Working closely alongside the Government's Green Paper: **Delivering National SEND and Alternative Provision Standards** (March 2023), we will ensure there that the Leadership at all Schools continually deliver consistent, clear, targeted and early support for all children with SEND. Our SENDCos, Setting Managers and Head Teachers will create evidence based Local Inclusion Plans for their own school and setting (renewed annually) based on the following strategic aims:

- 1) Ensuring that all pupils can access **appropriate** additional support through a **fair and consistent approach** to needs assessment and personalised support plans (graduated and age appropriate).
- 2) Focusing on **effective delivery** and **scaffolded support** of all interventions at varying levels of learning development.
- 3) Ensuring that class teachers and **quality first teaching** (through detailed planning and assessment of learning) meets the needs of all learners regardless of their starting points and prior attainment / progress.
- 4) Redefine the **Ladder of Intervention** and timetable in regular training / updating of staff in the identification of, and support for, each level of need within the classroom to support or meet the needs of individual cohorts.
- 5) Work alongside SSAFA Health Visitors (or similar) and specialists such as EAL Support to **identify the difference** between SEND need and any EAL needs at an early age.
- 6) Ensure **successful transitions** for all pupils with SEND include:
 - Into and out of the school or setting and UK or international locations
 - Inter year transitions
 - Movement to the next stage of learning.

In addition to the strategic aims above, our leaders will develop programmes to deliver the following:

- 7) Ensure SENDCos participate in the new Leadership SENDCo National Professional Qualification.
- 8) Early Years staff are able to access the accredited Level 3 Early years SENDCo qualification to support and identify as early as possible, needs in the early years.
- 9) Parents are supported through the DCS Schools website page: **SEND Support**. They will also be pointed in the direction of new National Inclusion Dashboard which will provide parents with improved transparency of expectations for children with SEND across the UK by which they can match against the local offer.

Additional Note: The Green Paper has identified that there is a 'vicious cycle of late intervention, low confidence and inefficient resource allocation' Our SEND Strategy aims to mitigate against this statement.

Ladder of Intervention

1

Universal: inclusive, quality-first teaching for all.

We will support pupils with SEND through high-quality teaching, also known as **Quality First Teaching**.

This is teaching that is differentiated and personalised to meet the individual needs of the majority of pupils.

All staff understand that additional interventions and support can't compensate for a lack of good quality teaching by the class teacher.

Key features of our Quality First Teaching can be found in the **Education & Care Strategy, Developmental Aspect 3: DCS Teaching & Learning**

2

Targeted: additional interventions.

Note that Steps 1 and 2 are to run concurrently

3

Specialist: additional and highly personalised interventions.

17.3%

Of all children have SEND in mainstream education*

1.5 Million

Children in England are identified as having SEND*

*Figures from National Statistics (Schools, pupils and their characteristics) October 2023.

**Figures correct as of November 2023

STANDARDS

The new SEND National Standards will be released by July 2025. However, the aim of the core SEND strategy is to participate in national trials. We aim to use draft versions of the National Standards as a support for the development of this SEND Strategy.

INCLUSION PLAN

The Local Inclusion Plan will be developed in conjunction with the AH Specialist Schools Services as a trial which can be adapted by all other schools within DCS.

The plan will be shared with all stakeholders and placed on the DCS website for complete transparency of SEND provision.

PROVISION MAP

The SEND Code of Practice¹ suggests a Provision Map is used to effectively maps interventions across the school and setting.

SENDCos will use Provision Maps from each teacher to monitor the level of interventions, and make strategic decisions about current and future SEND provision.

Teachers will review their class Provision Maps termly to assess the current provision they are providing, including:

- Current needs of pupils
- Personal training
- Resource requirements
- Current interventions

Teachers will Consider how effective their interventions are by answering questions such as:

- What progress pupils have made?
- What evidence they have to prove interventions are effective?
- Is the intervention better than what's happening in the classroom?
- Is the impact of each intervention what is expected?

Increasing Support Requirement

Right Support, Right Place, Right Time