

SEND Strategy and Personalised Curriculum Offer

St Cuthbert's Vision for Children and Young People with SEND

Our vision for all children and young people attending our Trust academies is for them to achieve clear and realistic objectives, be happy, be healthy and be safe. Our core belief is that all pupils have a right to an ambitious and knowledge-rich curriculum. This vision applies equally to pupils with and without special education needs and disabilities (SEND).

Within this ambition is a clear commitment that all children and young people have the opportunity to access inclusive education in each of our academies. We have a responsibility to ensure that all pupils with SEND are provided with the education, experiences and skills to lead meaningful lives and reach their full potential without constraint or cap to their ambition. We ensure that the quality of experience is outstanding for the most vulnerable learners in our community.

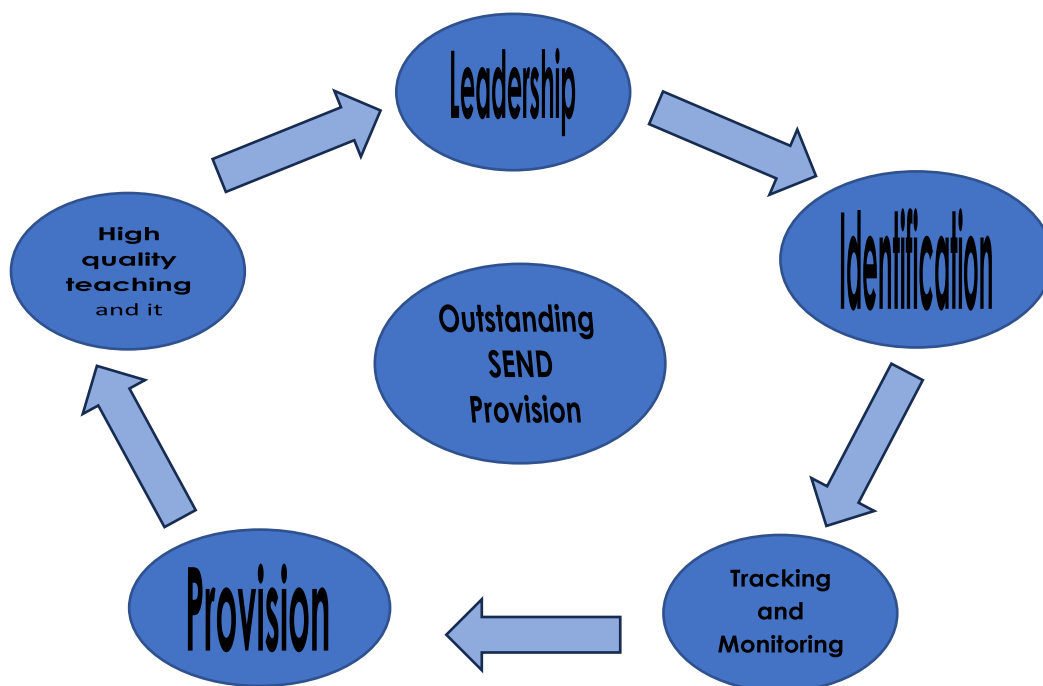
Aims and Principles

In order to achieve this vision, we will:

- Involve parents, carers and pupils in all that we do.
- Continually seek to invest in staff, resources and expertise to improve our offer.
- Be outwards-looking, working in close partnership with local authorities, local agencies, specialists and other providers.
- Ensure our curriculums are inclusive and accessible, whilst maintaining high expectations.
- Match the needs for strong classroom climates with an understanding and appreciation of how best to support pupils with SEND.
- Seek out and respond to feedback from all key stakeholders (parents, pupils, staff, local providers).

In doing this we will:

- Embody the mantra that 'every member of staff is a teacher of special educational needs and disabilities'.
- Never give up on any child or young person with SEND and go above and beyond to find a solution for them.
- Be champions for the rights of all pupils with SEND to access a broad and meaningful curriculum.
- Enable SEND pupils to develop knowledge and skills to transition into their next stage of education and/or adulthood.



Leadership	Leadership of SEND starts at the very top of any organisation. With clear direction and accountability for outcomes being rooted in leadership, learners' requirements are considered thoroughly when evaluating the MATs effectiveness.
Identification	Ensuring the systems and processes associated with effective identification of learners with SEND are consistently applied across each academy is key to ensuring equitable provision across the MAT.
Tracking and monitoring of Provision	Tracking and monitoring progress and outcomes can draw attention to strengths and areas for development. This can support the challenging of underperformance but also the celebration and sharing of high performance.
Curriculum and Delivery	Ensuring the quality of offer for SEND provision does not vary across the MAT by embedding the common principles for curriculum design and development across all schools. Leaders ensure that high quality teaching is complimented by carefully selected small group teaching and 1:1 interventions.
Provision	Having the professional confidence to be open about what is working well and what is needed to improve. Utilising open partnerships to ensure provision of the highest quality and best use of those who are in a position to support this.

Personalised Curriculum Offer

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and learning and are entitled to provision that supports achievement at, and enjoyment of, school. This is always rooted in quality first teaching with the desire that our SEND learners learn alongside their peers. However, we see it as our duty to find the best ways to support pupils with SEND and this sometimes means that our pupils follow a personalised curriculum offer.

For some pupils within our schools' communities, a bespoke personalised curriculum offer is needed due to the complex needs they present with.

Our personalised curriculums ensure that we are providing a varied curriculum which meets the needs of the individual child. This curriculum is delivered via the following pathways:

1. Through adaptations made within a mainstream classroom environment.
2. Through adaptations made within the mainstream classroom environment supplemented by additional interventions.
3. Through a blended curriculum and intervention offer. This may involve some children accessing some curriculum content in a smaller classroom environment blended with an adapted mainstream environment.
4. Through a bespoke classroom environment accessed for most of the day. These are for our pupils with very complex needs who may require a place within a specialist school and/or who would be totally overwhelmed within a mainstream class. The needs of these pupils may vary but will include pupils with communication and interaction and SEMH needs. Not all our schools will need to run this type of provision.

The curriculum offer, timetable and other various components are decided upon by individual schools and will be determined by the needs of the pupils within their cohorts. Access to pathways is not fixed and pupils can move from one pathway to another depending on assessment of their individual academic and/or social and emotional needs. Decisions about what provision pupils access are made by the SENCo and other relevant professionals and will be made in collaboration with the parents and child (if appropriate).

As a Trust we ensure our curriculum offers develop the whole child through social development, emotional development, and academic development. Our personalised learning is identified through provision outlined in an EHC plan alongside person centred meetings around the child. However, there are times when a pupil may not yet have an EHCP but still require a provision that is different to their peers so they can make progress from their individual starting points. Pupils learning is weighted depending on their stage of development and identified SEND learning needs.

Our personalised curriculum offers are firmly underpinned by Bronfenbrenner's bioecological theory and the 5 pillars that form the EEF recommendations within Special Educational Needs in Mainstream Schools (March 2020)

Core features of Bronfenbrenner's bioecological theory

