



Ensuring Successful SEND Provision Across a Multi-Academy Trust

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The highest expectations, an ethos of 'enjoy, respect, achieve', unparalleled opportunity and highly effective teaching combine to develop students who are 'game changers'. This ethos underpins our vision to give all pupils an outstanding education and develop skills in the classroom and beyond. These core values help our students flourish throughout their school career, and on into later life.

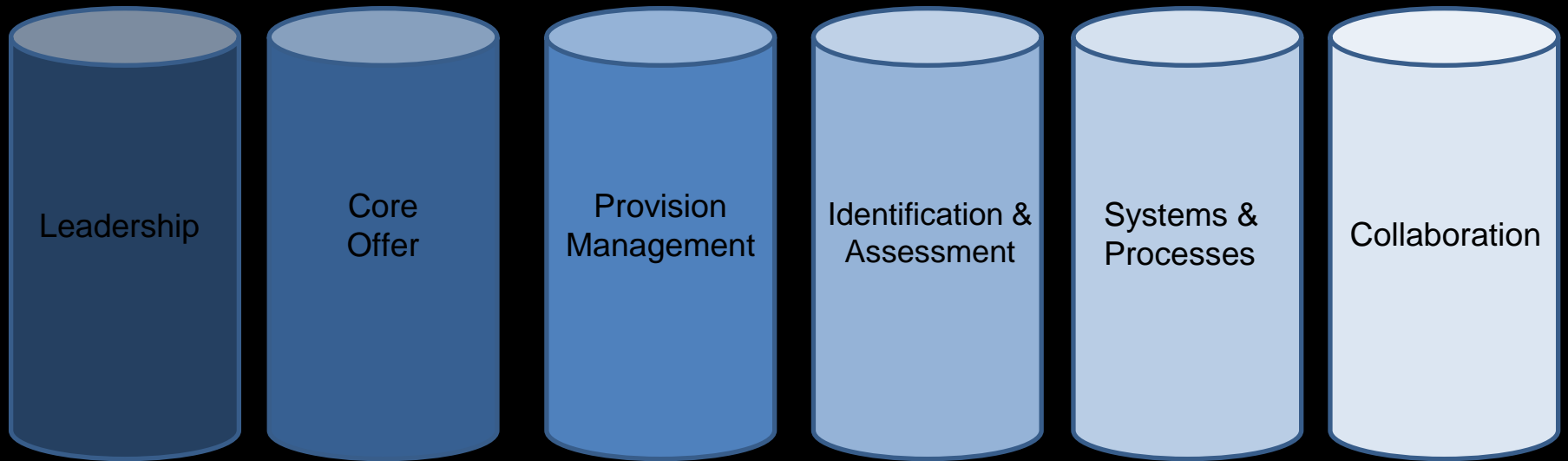
**My role as
Director of SEND**

- Embed BET culture of 'Enjoy Respect Achieve'
- Creating 'Game Changers'
- Vision
- Development & monitoring of provision
- Sharing expertise
- Targeted and effective CPD
- Group purchasing
- Trust INSET sessions
- Line management of SENCOs
- Projects with outside organisations / MATs
- BET SEND Strategy plan





The 6 Pillars



Leadership

- Does SEND have a platform within your trust?
- How does the CEO promote SEND across your MAT?
- Do you have a SEND trustee?
- What role does Governance play for/across your MAT?
- What's the experience of the SEND team across the MAT?
- Who has that all important strategic overview of SEND?

**SEND:
built in,
not bolt-on**

Core Offer

- SEND reviews (evaluate my school)
- Effective use of EDTECH – who is responsible for deployment?
- In house experts ie EP / SALT / OT
- Talent management and promotion
- SENDCo Conferences
- High quality CPD lead internally
- Teaching & Learning



Provision Management

If new to role, these are possible questions/areas to look at:

- What are the provisions available across the trust?
- Does this differ across the schools?
- Does the approach look different across key stages?
- What does the SEND cohort look like individually / collectively / against Local Authority / National?
- What provision mapping tool do schools use?
- How is provision monitored across all schools?

Provision Management

Do schools provide entrance and exit data for provisions?

- How do schools record the success of the provision?
- How is this communicated to all teaching staff?
- Can you demonstrate value for money?
- How does the data feed into the 'Assess / Plan / Do / Review' approach?
- Can you quickly access the data
- Completion of trust reports
- Do you feedback key highlights to trust board?

Identification & Assessment

- What screening tools are used across the MAT?
- Does this provide balance?
- Does it cover all 4 of the broad areas of need?
- Are there any differences of Localised V National figures? Is this known?



Systems & Processes

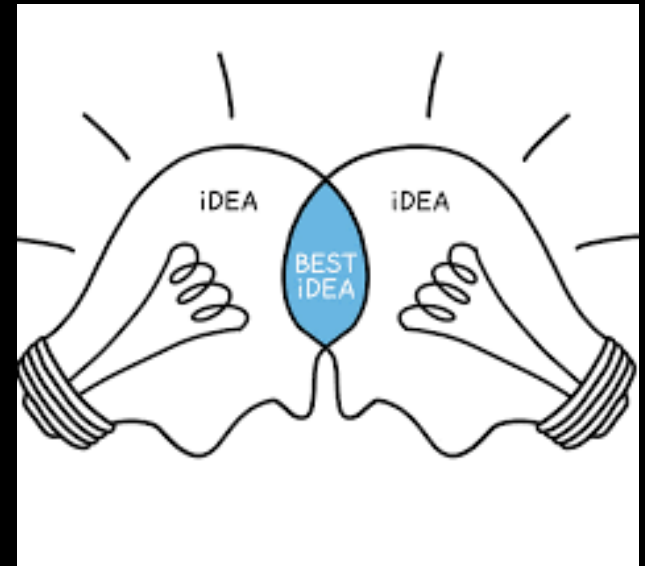
- MAT provision map
- Trust dashboard
- One page profiles
- Learning plans
- Baseline assessments
- External agencies
- SEND reviews
- Transition Approach



Collaboration

Across Trust and beyond.....

- Trust INSET days
- Department briefings
- Making 'ALL teachers, teachers of SEND'
- External agencies
- Education companies
- Trust appointments v local authority SLA
- Investment in own staff and internal CPD structure
- Joint Trust collaboration



How are BET becoming
GAME CHANGERS
within SEND?

Coordinators for Broad area of Need

Ensuring that BET have experts in

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Physical & Sensory



Each coordinator is working towards a key project with a specific organisation / charity

Key Responsibilities for Coordinators

- Knowing the BET landscape
- Clear identification
- Experts in their area of need
- Advise on key cases
- Lead on CPD within own faculty
- Lead on CPD cross trust
- Be aware of new research that can improve existing practice
- Utilise local/national links

Into the Future.....

- Changing landscape
- Blended learning
- Access to education
- Staff
- Backlog of statutory requests
- The 'New Normal'
- Delivery of provision



Adapt and Evolve.....

Questions

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