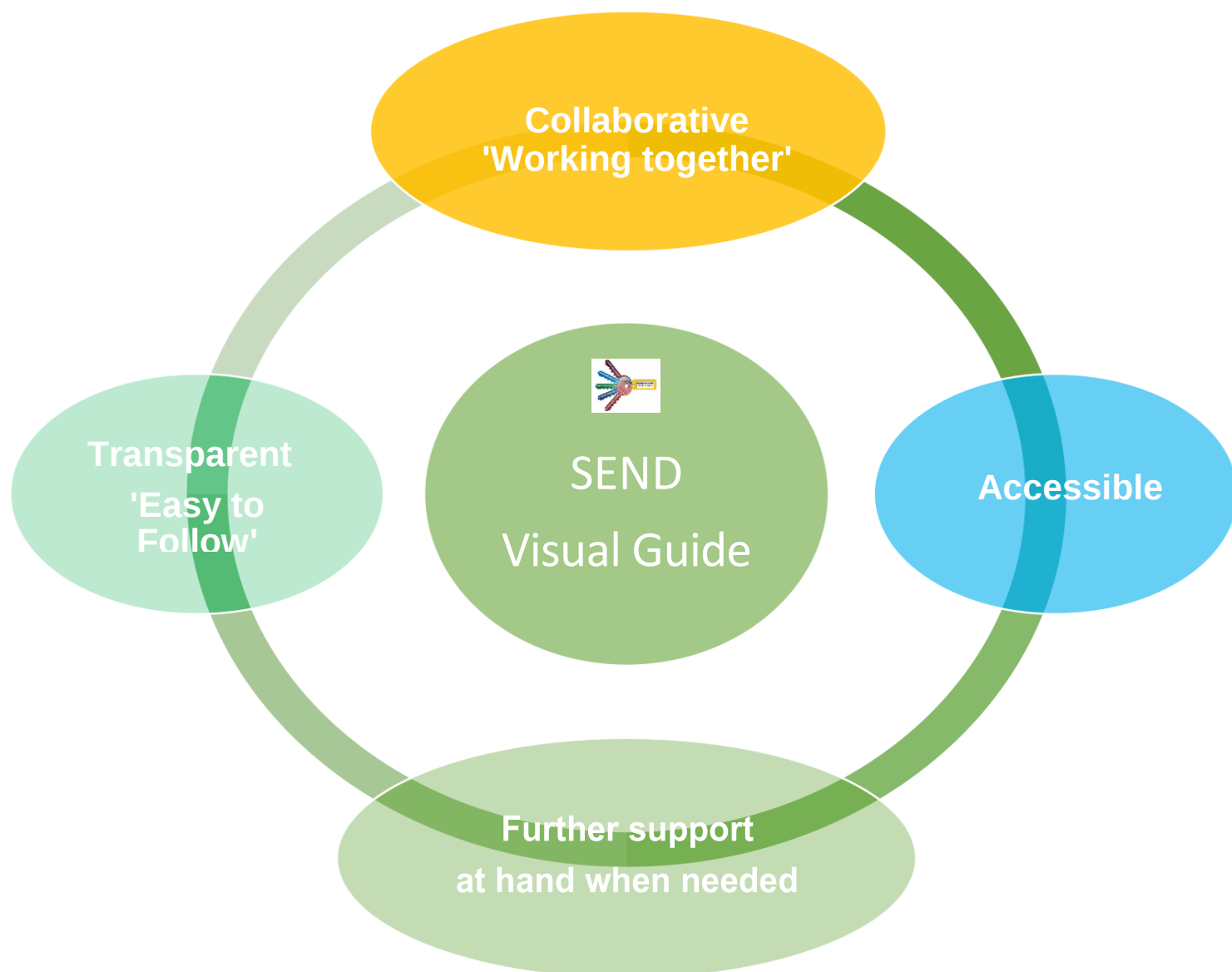


Connected Learning Multi Academy Trust



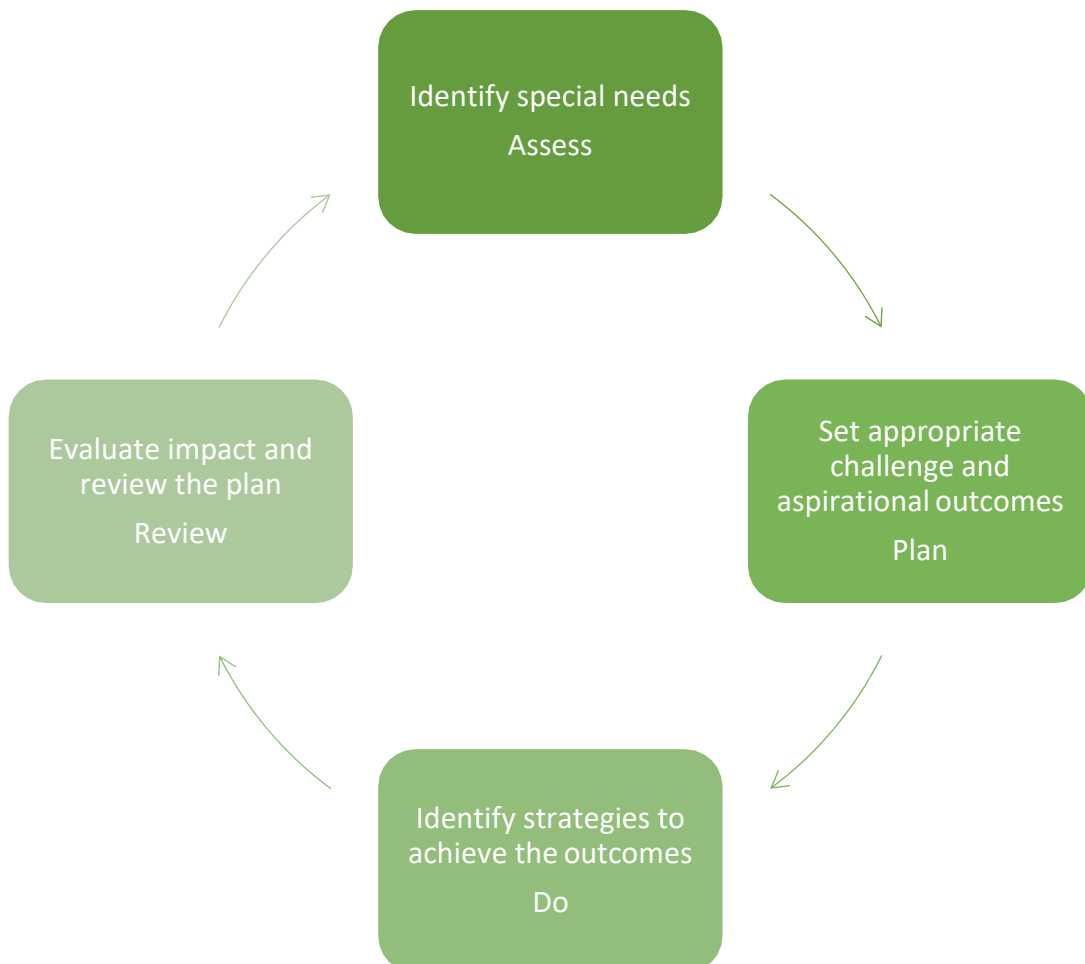
Contents

High quality teaching	page 2
Categories of need	page 3
Parent and carer involvement	page 4
Involving pupils in learning	page 5
Pupil Progress tracking	page 6
Identification of SEND pupils	page 7
Intervention and support	page 8

High Quality Teaching

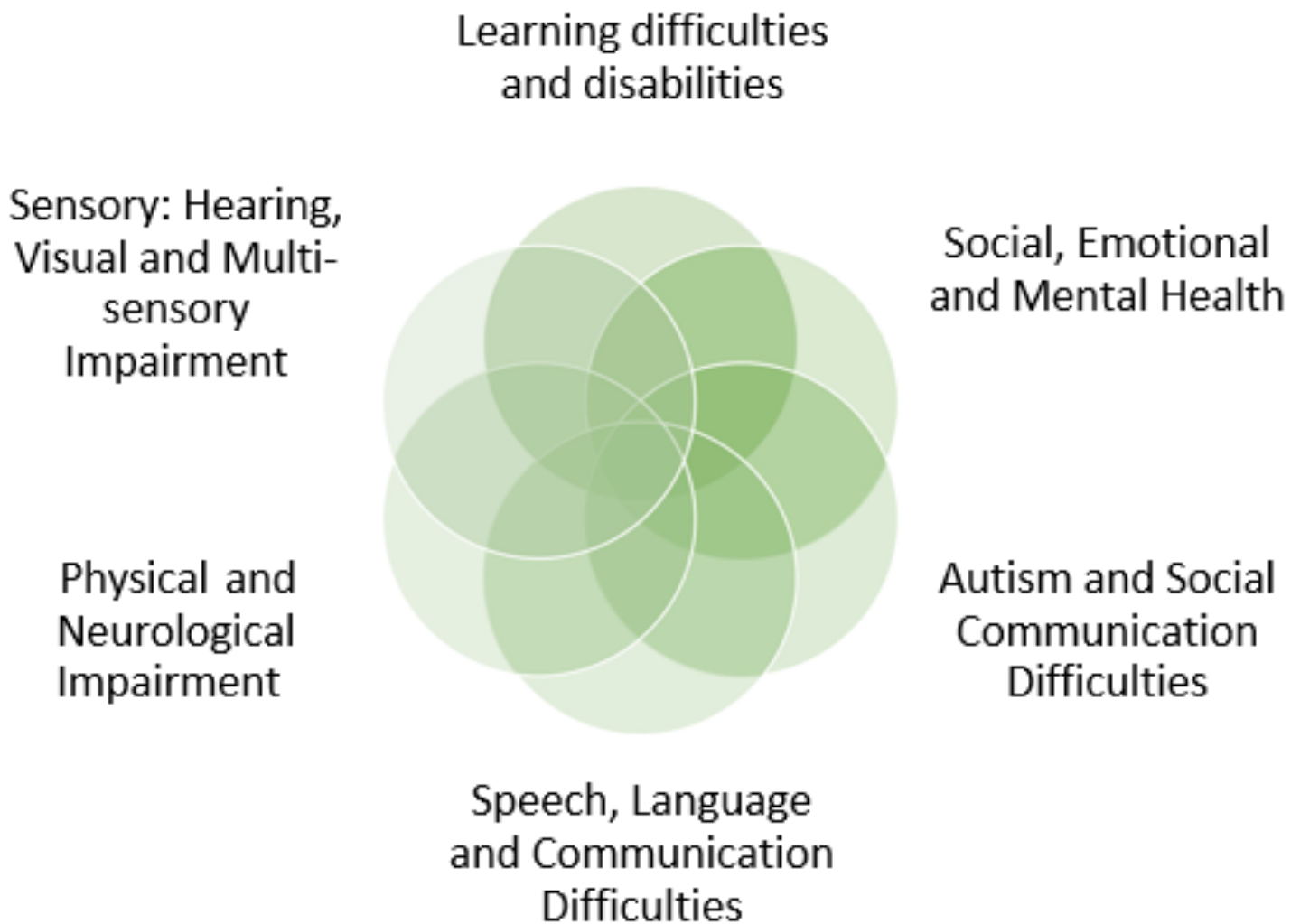
We believe that it is the role of every teacher or LSA to ensure through differentiation, use of strategies, positive attitudes and high expectation all work together to remove barriers to learning.

We use a 'plan, do, review' cycle to support this.



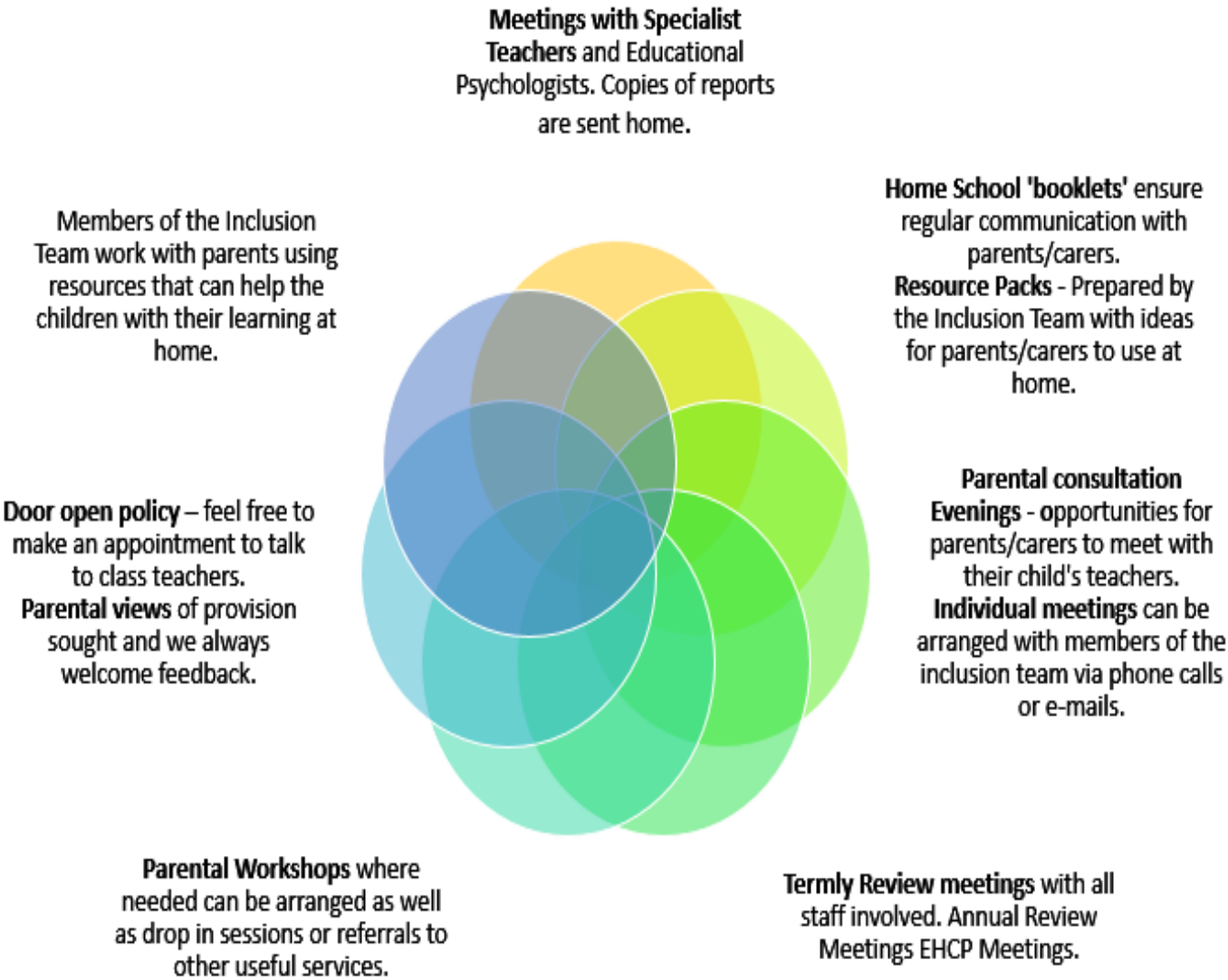
What are the categories of need?

Within our Connected Learning MAT, we are aware that each child has individual needs. As can be seen in the diagram below, often needs overlap so we therefore take an individualised approach to ensuring our children have an education to fulfil their maximum potential by the use of personalised plans. We aim to address this diversity of need so that any child who is at a disadvantage, due to a specific or several difficulties, can be fully included in all activities with his/her peers.



Parental and carer involvement

We are always keen to include parents and carers when supporting our children. Here are some examples of how this could be achieved within our MAT. Our schools are always happy to take on new ideas to help our learners to succeed.



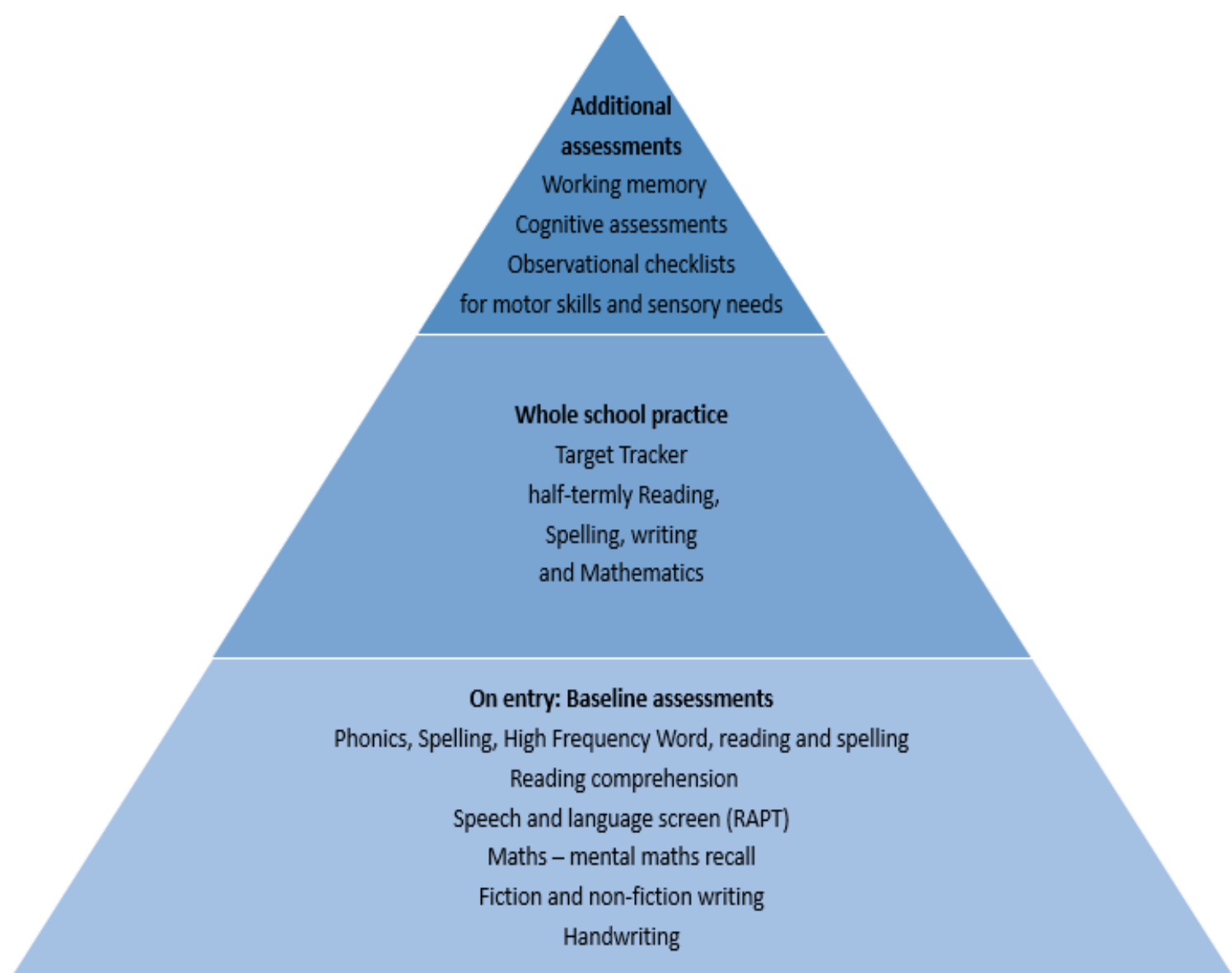
How are pupils actively involved in their learning?

Every child within our MAT has a voice and their welfare and happiness is central to everything we do. Every child with special educational needs will have the opportunity to discuss their views and learning, setting their own targets and discussing their progress. This could be achieved though:

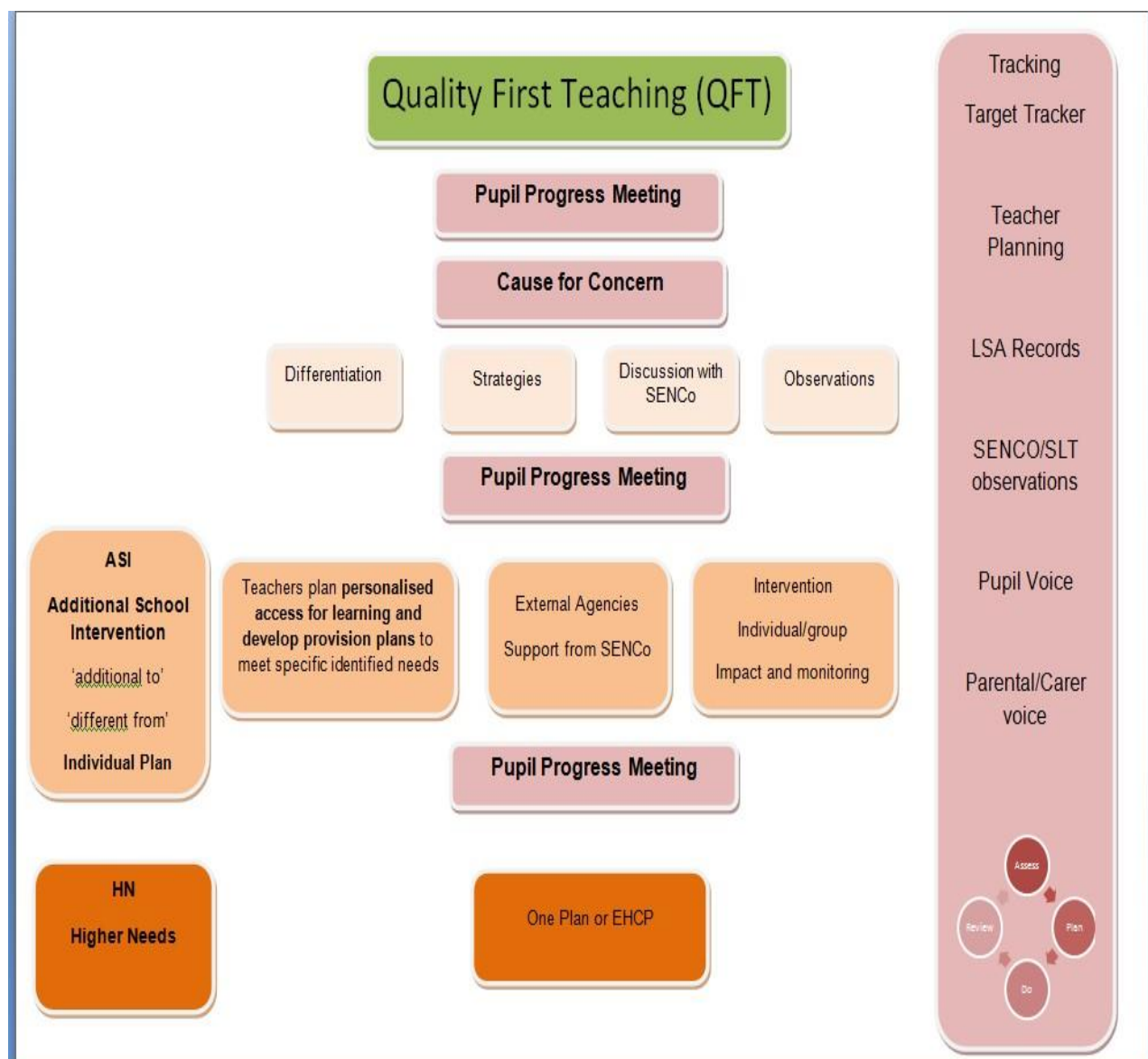


Pupil Progress Tracking

All children within our MAT are continually tracked and their progress is regularly evaluated against National Expectations as well as their personal progress and achievements. Progress is measured using qualitative and quantitative data and provision is adapted accordingly. Types of assessments may include:



How do we identify children with Special Educational Needs?



The key to pupil success is High Quality Teaching with appropriate differentiation to ensure full access to the curriculum. In the event, that a child is not making expected progress the teacher will then fill in an Initial concern form which will then be discussed with the Inclusion Team. In light of this discussion, group interventions, observations, new strategies and close monitoring will take place with the addition of school assessment if appropriate. After a designated period of time, progress is reviewed and then if necessary, external agencies may be approached and intervention packages 'additional to and different from' everyday practice may be implemented.

What interventions and support do we give children with SEND?

Within Connected Learning, we strive to ensure that all our pupils' needs are met. This is done through the Waves of Intervention Model.

