

Who is it for?

The strategy is for everyone involved with special educational needs and disabilities in our academies, including families, principals, governors, SENCos, teachers and support staff.

Through the strategy we will ensure the progress of all pupils, including those who are disadvantaged and those with Special Educational Needs and Disabilities, through effective high quality first teaching and a Trust wide SEND strategy. We will build a strong infrastructure to improve support for SEND.

What is EMAT's vision for children and young people with SEND?

Our vision for all young people attending a Trust academy is for them to achieve well, be happy and safe. Our core belief is that all pupils have a right to an ambitious and knowledge-rich curriculum – 'the best that has been thought and said.' This vision applies equally to pupils with and without special education needs and disabilities (SEND). We have a responsibility to ensure that all pupils with SEND are provided with the education, experiences and skills to lead full and meaningful lives, without constraint or cap to their ambition. We seek to be an acknowledged local beacon of excellence in provision for pupils with SEND. We aim to be the provider of choice for parents and families of young people with additional educational needs.

In order to achieve this vision, we will:

- Continually seek to invest in staff, resources and expertise to improve our offer.
- Be outward looking, working in close partnership with local agencies and other providers.
- Ensure our curriculum is inclusive and accessible, whilst still maintaining high expectations.
- Match the need for strong classroom climate with an understanding and appreciation of how to best support pupils with SEND.
- Seek out and respond to feedback from all key stakeholders (parents, pupils, staff, local community).

In doing this we will:

EMAT SEND STRATEGY

- Embody the mantra that ‘every member of staff is a teacher of special educational needs and disabilities’ in all interactions with pupils with SEND
- Never give up on any young person with SEND and go above and beyond to find a solution for them
- Use ‘warm-strict’ and ‘flexible consistency’ as our watchwords when supporting pupils with additional behavioural challenges
- Be champions for the right of all pupils with SEND to access a full and meaningful curriculum
- Enable pupils with SEND to develop the knowledge and skills to support a positive Post 16 destination.

How are people going to work together?

- Listen to the views of children and young people and their families;
- Respect the views of children and young people and their families, and work together in a solution orientated way to remove barriers;
- Work in ways that build trust with all partners;
- Value individuality and celebrate diversity;
- Have high expectations for children and young people with SEND;
 - Identify needs and provide effective support in a timely way.

Priorities 2021-2022

Assessment

1. Ensure accurate and early identification of pupils' additional educational needs Provision
2. Ensure high quality additional provision which meets targeted pupil needs
3. Develop additional Trust provision for pupils with Social, Emotional and Mental Health needs
4. Embrace the *National strategy for autistic children, young people and adults: 2021 to 2026*

<https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026>

<https://www.gov.uk/government/publications/national-strategy-for-autistic-children-young-people-and-adults-2021-to-2026/autism-strategy-implementation-plan-2021-to-2022-annex-a>

Curriculum and Delivery

5. Ensure that all pupils with SEND can access and achieve well within the Trust's ambitious and knowledge-rich curriculum.

Staff Development

6. Equip all teachers with the skills and knowledge to effectively teach pupils with SEND.
7. Establish a structured programme of professional learning for SENCOs and the wider SEND team.

Partnerships and Transition

8. Ensure engagement with external agencies in working together to meet the needs of pupils with SEND.
9. Build and maintain strong relationships with primary partners to ensure smooth transition for pupils with SEND.

Compliance

10. Ensure all Trust academies are fully compliant with relevant policies and practice