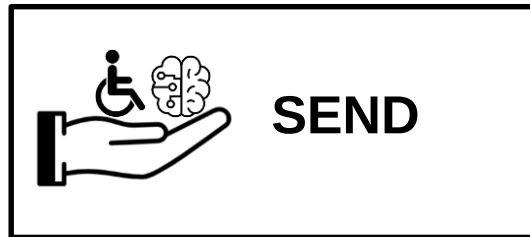




Where there is a WILL;
there is a way.



Strategic leadership for SEND at Rosecliffe Spencer Academy

Monitoring



The quality of education for pupils with SEND is monitored by the SENCO and other school leaders. Using a range of methods, school leaders monitor the provision, quality first teaching, pupil achievement and data, environments, interventions, books, progress against individual targets and pupil voice to identify key themes around inclusion and pupils with SEND to further enhance the school offer.

Working with the SLT



The SENCO works closely with the academy's Senior Leadership Team, attending meetings regularly to report on the quality of education for pupils with SEND and advocating for these pupils when decisions are being made at a strategic level. The SENCO meets regularly with a link governor, at least once a term, to share the school's SEND policy in action.

Strategic visioning and next steps



The SENCO, in conjunction with SLT, is responsible for the strategic vision and next step planning for pupils with SEND. They regularly share key strengths and areas to develop so that policies and systems around SEND can be improved to further enhance the quality of education for pupils with SEND. The SENCO is responsible for updating an action plan to identify areas of development.

Auditing



Auditing is a crucial part of identifying areas of strength and areas to develop within the academy. The SENCO works with other school leaders, staff and other stakeholders such as governors or parents/carers to audit school provision, interventions, equipment and resources to identify priorities to develop, as part of the action planning process.

Budgeting and use of resources

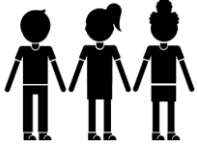


Budgeting and use of resources is an important role of the school SENCO, working in conjunction with the SLT. In identifying and sharing the needs within the academy, they are able to identify and support in the allocation of resources linked to deployment of staff, identification of external support and interventions, and physical resources. Requests for additional funds from the local authority are made by the SENCO, in accordance with the LA guidance.



SEND

Quality First Teaching for all (Adaptive Teaching)



Through our belief that every pupil can shine, we pride ourselves on delivering high quality, inclusive teaching for all pupils. This Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and much more. This ensures pupils who have special educational needs and/or disabilities are included, valued and can achieve in all aspects of school life.

Personalised approach



Personalised learning means tailoring learning and teaching to learners' needs. Staff do this by knowing pupils well and building on prior learning so that all learners can participate, progress and achieve. Personalised learning focuses on the individual learner from the earliest level through to lifelong learning. Staff do this well by involving the pupils in planning and being responsive to their needs and interests.

CPD



SEND CPD addresses areas for development and aims to help teachers and TAs maintain high quality practice in order to better meet the needs of their learners with SEND. It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice-led, research informed and collaborative approach. An annual cycle for SEND CPD is produced by the SENCO to ensure this meets the needs of staff and pupils.

Accessibility



At Rosecliffe, we ensure that our curriculum design, learning environment and wider school setting removes unnecessary barriers in order that no pupil faces discrimination. Staff, in conjunction with the senior leadership team, parents and the pupil, identify any potential impacts of SEND at the earliest stage possible, and make reasonable adjustments accordingly.

Interventions



Targeted interventions are carefully planned and delivered to address gaps in pupil's learning and development. These can be taught on a 1:1 basis or in small groups and are informed with up-to-date assessment. Interventions provided should be selected to meet the outcomes identified for the pupil, and are based on reliable evidence of effectiveness. They are delivered by skilled and knowledgeable staff.

Working beyond the school



Staff at Rosecliffe work alongside many stakeholders in the best interest of each and every pupil. We ensure that multi-agency working and joint problem solving informs next steps in school, enabling each pupil's learning is catered for appropriately. In order for each pupil to be successful, we work collaboratively with parents/carers. We ensure their voice is ever present, whilst also offering support and guidance.

Quality First Teaching for all (Adaptive Teaching)

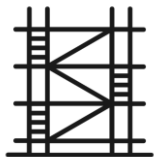


Explicit Instruction



Explicit instruction refers to a range of “teacher-led” approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just “teaching by telling” or “transmission teaching”. It usually begins with detailed teacher explanations, followed by extensive practice, later moving on to independent work.

Scaffolding



Scaffolding offers temporary supports, such as a writing frame, that is gradually removed as the pupil becomes increasingly independent. Scaffolding is commonly considered part of guided practice in explicit instruction. Scaffolding can also be used to reinforce consistent expectations for behaviour - for example, what equipment is needed for each lesson and classroom routines within the school day.

Technology



Technology can assist teacher modelling. For example, a teacher may use a visualizer to model worked examples in English. To increase pupils' practice, technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful. Technology, as a method to provide feedback to pupils and/or parents/carers can be effective, especially when the pupil can act on this feedback.

Cognitive & Metacognitive strategies



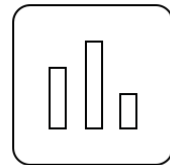
Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in Maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning. Chunking the task at each stage will support pupils with SEND - this may be through provision of checklists or providing one question at a time to make the information easier to process.

Flexible groupings



Flexible grouping describes an in-class approach that sees groups formed with an explicit purpose. They focus on a specific learning need and are purposely disbanded when the purpose is met. Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts or complete graphic organisers.

Assessment



For our pupils with SEND, who are working below their current year group, staff record which year groups objectives (can be Pre-Key stage standards) the child is working at. If the child is accessing and able to engage with tasks within that year group but has not met the majority of its objectives they will be deemed working towards that year group.



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Strategies for all learners - QFT checklist

Classroom well organized and labelled (with picture symbols)	
Plan by considering all the learners in your class and differentiate appropriately	
Clear lesson structure with learning question presented orally and visually	
Instructions given in small chunks with visual cues	
Understanding checked by asking pupils to explain what they have to do	
Understanding is demonstrated in a variety of ways	
Learning journeys show clear connections between learning with children being able to share these connections	
Range of groupings within the class including some random pairing activities	
Activities and listening broken up with breaks for more kinaesthetic activities	
Five positive comments to one negative	
Praise is specific and named	
Worked examples are used to model learning and are evident in the classroom environment	
Memory supported by explicit demonstration and modelling of memory techniques	
Learning is clearly modelled and scaffolding is gradually removed for all learners	
The use of my turn, our turn, your turn to encourage learners to deepen thinking	
Sentence stems and key vocabulary are displayed and clearly modelled	
Classroom assistants planned for and used to maximize learning	
Pupils are clear what is expected - use of 'WAGOLL' - what a good one looks like - examples	
Resources are made available and are labelled which encourage independence and scaffold learning	
Staff discuss positive and negative intent through emotive talk, models and the use of working walls	

Teacher Handbook: SEND



Embedding inclusive practice



<https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/Teacher%20Handbook%20SEND%20proofed%20version%20-%2020th%20May%202022%20FINAL.pdf>

Personalised approach



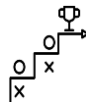
Identification of need



At Rosecliffe, through observations and assessment, staff refer to the SENDCo following the school SEND flowchart, to identify whether a pupil has a special educational need.

Should it then be decided that there is an area of need the SENDCo, following discussion with the parent/carer, will place the pupil on the SEND register and identify what level they are on the graduated response.

Assess Plan Do Review



Using the information gathered during the Assess stage, teachers plan targets for the pupil. These are smart short steps which lead to meeting larger outcomes. Through this thinking teachers also consider what the pupil will need to be successful with these targets. This information then informs the interventions that are put in place by both the class teacher and the SENDCo. These steps are recorded and monitored by the SENDCo and work in conjunction with a pupil's EHCP, if applicable.

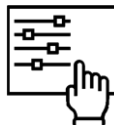
[Click here for an example](#)

Pupil voice



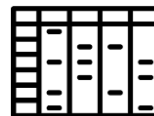
We provide opportunities for children to offer their perspective when it comes to target setting and what provision is in place for them. We also use Pupil voice to help monitor support strategies in class.

Modified resources



We ensure that children are capable to succeed in all lessons by modifying resources. This can present in class through the use of visual aids, coloured paper, manipulatives, ipad to support writing.

Personalised timetable



Where appropriate, staff ensure children have a timetable in place that will best meet their needs. In some cases this will require a personalised timetable that is bespoke for an individual child. This is successful when staff understand the needs of the child and ensure learning is built upon in small manageable steps. This visual timetable might incorporate activities that teach the child other skills that support their ability to learn e.g. sensory sessions to support self-regulation.

[Click here for an example](#)

Preparation for adulthood

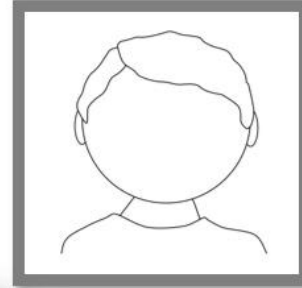


Our aim is to help our students become pro-social, independent, proactive and responsible citizens. We aim to support our students in developing a skill-set for life. This is especially true for our children with SEND making sure they have the skills necessary to be successful long after they leave Rosecliffe. This may take many forms with social stories, groups and through our curriculum. This also enables children to build their confidence and address barriers that could impact their socialisation.

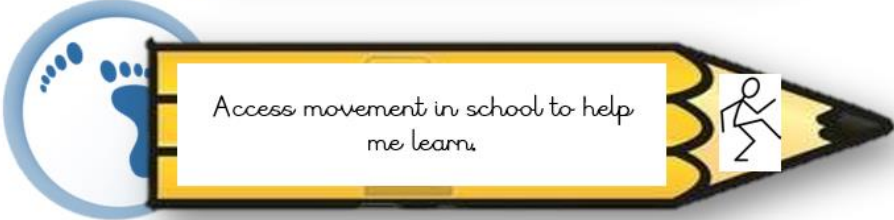


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My Steps to Success
Name



Take part in activities that adults
choose for me.



Access movement in school to help
me learn.



Listen to the adult and follow their
instructions.



Pupil Sign: _____

Parent/ Carer Sign: _____

Teacher Sign: _____

Date: _____

Strengths: X has settled well into school life at Rosecliffe and following the summer holidays. He has adapted to his new classroom well and can remain in the learning environment that the adult chooses for him. He is able to respond well to 1:1 support and guidance to communicate and access the curriculum. X has developed relationships with staff that show he identifies them as safe and supportive for him.	‘What I need help with’: X needs adult support to access all areas of the curriculum, if left to complete a task independently X does not currently have the communication skills to understand the task or get started. He needs support to follow all instructions and to access carpet time within the classroom. X needs support to engage in a range of activities during discovery time and with interacting with his peers.	Diagnosis or external agencies: X has a diagnosis of ASD, which was received in Hong Kong. He does not currently have any UK services involved.
Target (including how we will know it has been achieved):	How will this target be achieved:	Who will help me with this target:
1. X will engage will adult directed activities for 5 minutes, once per lesson.	X will be supported by staff to engage in curriculum tasks for 5 minutes at a time. Adults will model and demonstrate what they require from X, whole class and in small groups so that X understand the task. Staff will facilitate 1:1/small group curriculum tasks for X, giving prompts for concentration and attention, ensuring he remains at task for 5 minutes at a time. X will then be provided with a break every 5 minutes and then being encouraged to return to task until it is completed. Tasks will be designed and considered to allow X to engage and participate for short periods at a time.	Class Teachers (Mrs Mann and Mrs Howarth) TA (Mrs Chen) HLTA (Mr Devenney)
2. X will access self-regulation activities in the classroom, once per lesson, to support his concentration and attention.	Class teachers will provide a range of self-regulation activities throughout the term for X to trial, encouraging him to participate and use these at least once per lesson – recording those which are most effective to build a profile for X to identify how best to support his attention. X will be provided with access to Fun Fit in school to provide movement opportunities to support him.	Class Teachers (Mrs Mann and Mrs Howarth) TA (Mrs Chen) HLTA (Mr Devenney)
3. X will be able to follow a verbal adult instruction on the carpet first time, once per lesson.	Staff will ensure that have X's full attention before providing instructions, using X's name to start the instruction. Staff to use visual prompts and timetables alongside instructions to support X and ask class to repeat instructions back giving him further reinforcement. Staff will incorporate Makaton signs as able to support X's understanding of what is being asked of him.	Class Teachers (Mrs Mann and Mrs Howarth) TA (Mrs Chen) HLTA (Mr Devenney)
What I will do (child): I will use my visual prompts/timetable to help me follow instructions. I will attend Fun Fit sessions. I will allow adults to direct me to a wider range of activities or resources in school.	Partnership with home: Family will use visual timetable from school to support X's understanding of the school day. To liaise with school regarding appointments and external agencies if and when required.	Review: Back Page

	8:30	8:45	9:00	9:15	10:00	10:30	10:45	11:20	11:45	12:45	1:00	2:00	2:45
Monday	Arrival Special settle	Assembly Emotional regulation	Phonics Speed sound handwriting	Drawing tutorial/ craft (linked to literacy)	5 min class learning Craft	BREAK	Maths 10 mins learning Number Bots	F2 Fine motor	LUNCH	Special settle	Scientific enquiry	Sensory Room	Spanish
Tuesday	Arrival Special settle	Assembly Emotional regulation	Phonics Speed sound handwriting	Drawing tutorial/ craft (linked to literacy)	5 min class learning Craft		"Book talk" (reading and comp Qs)	F2 Fine motor		Special settle	PE	Sensory Room	Singing
Wed	Arrival Special settle	Assembly Emotional regulation	Phonics Speed sound handwriting	Drawing tutorial/ craft (linked to literacy)	5 min class learning Craft		Maths Hit the Button	F2 Fine motor		Special settle	ART	Sensory Room	Singing
Thurs	Arrival Special settle	Assembly Emotional regulation	Phonics Speed sound handwriting	Drawing tutorial/ craft (linked to literacy)	5 min class learning Craft		Maths Number Bots	F2 Fine motor		Special settle	Scientific enquiry	Sensory Room	Singing
Fri	Arrival Special settle	Assembly Emotional regulation	Phonics Speed sound handwriting	Drawing tutorial/ craft (linked to literacy)	5 min class learning Craft		Maths Hit the Button	F2 Fine motor		Special settle	Reflection discussion	Sensory Room	Singing

CPD



Professional dialogue



Professional dialogue is designed to aid the teaching staff in developing specific professional skills to enhance their teaching repertoire. The SENDCo and other members of the Senior Leadership Team support and coach staff.

The focus of this is selected by the teaching staff and the process provides opportunities for reflection and problem solving when working with pupils with SEND.

Use of staff meetings



Staff meetings are tailored to support the development of teaching staff's approaches and strategies. These meetings are delivered to impart knowledge and ensure our staff maintain high quality practice in order to best meet the needs of all pupils. It is based on the evidence of what constitutes good continuing professional development (CPD) and so takes a practice-led, research informed and collaborative approach. A CPD calendar for the year is created by the SENDCo to address the needs of staff and pupils alike.

Audit of CPD needs



The SENDCo will audit the strengths and areas for development to inform future next steps to enhance the learning offer at Rosecliffe. This is completed at least termly to ensure the SENDCo is clear on the CPD priorities of the school. The SENDCo will work alongside other Leaders in delivering CPD ensuring it is informed by high quality research and supports the school development plan.

Support from the Local agencies



Staff utilise specialist support from the Nottingham city council SEND teams. This support can come in different ways, either from feedback following observations, specialist staff leading staff meetings, external CPD and sharing current best practice and offering supervision style sessions.

This aims to improve current provision for our pupils with significant needs. Rosecliffe staff also utilise support and advice from local services such as the NHS or CAMHS to inform their practice.

Networking with SENDCOs



The SENDCo will have regular opportunities to network with other SENDCOs to share ways of working and best practice for pupils with SEND. This can be within trust meetings or with local clusters or schools. The SENDCo participates in trust wide network meetings, Nottingham Cluster network meetings and the Rushcliffe Family SENDCo Springboard.



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Accessibility

Inclusive environment



Consideration has been given by staff at Rosecliffe as to how pupils can access their classroom. Staff make adjustments for pupils with SEND. Staff have created communication friendly classrooms by ensuring effective use of visual supports these might include use of symbols, visual timetable and labelled environment. Alternative seating is provided to pupils as appropriate to support their learning. We also consider the layout of the classroom, as we adapt furniture or use specialised furniture to support pupils with special needs access to learning.

Adapting equipment



At Rosecliffe we utilise a variety of equipment to improve the accessibility to pupil's learning. This happens successfully through the use of practical resources such as Numicon, coloured overlays, spellcheckers and personalised prompt cards/checklists.

Staff also utilise technology to support learners. This can take many forms such as using talking tins to aid memory or using Showbie on ipads to help capture the learning of pupils who find it difficult to record their learning.

Adapting approaches



To increase the extent to which pupils with SEND can participate in the school's curriculum, staff make adaptations to their teaching to cater for their classes needs.

This can take many forms due to the nature of needs we have at Rosecliffe. Staff utilise strategies within the quality first teaching checklist and occasionally have to make further adaptations.

These adaptations may take the form of allowing for rest breaks, personalised reward charts and the use of sign of Makaton.



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Interventions

Quality First Teaching



High quality teaching should reduce the need for extra support for all pupils, however, some pupils will require additional support in the form of high quality, short, focused interventions.

By assessing a pupil's individual needs and through data scrutiny, staff plan and make decisions on what intervention may be best suited to move the pupil's progress forwards.

Interventions are planned to complement a broad and balanced curriculum for all.

Intervention cycle



Interventions are led by trained Class Teachers and Teaching Assistants.

Interventions are connected and reflected into the classroom. Strategies are developed to be consistently used in the classroom. We provide opportunities for children to apply learnt skills in the classroom environment.

Communication is key, staff share the successes and development points raised within the intervention.

Monitoring of the quality



To ensure the success of all interventions it is crucial that they are monitored appropriately, checking whether they are addressing needs of the pupils. This is conducted by the SENDCo and other members of the Senior Leadership Team.

Monitoring strategies include:
Observations of delivery
Baselines assessments
Post intervention assessment
CPD for staff delivering interventions

Interventions deemed to be not having the intended impact are addressed promptly.

Reviewing Interventions



The effectiveness of interventions are continually monitored for their impact and success.

Starting points are clear and exit data gathered.

On completion, the impact of the intervention is reviewed with teachers, parents/carers and the pupil. This review focuses on the progress towards individual targets and their next steps, supporting the 'Assess, Plan, Do, Review' cycle for the pupil.



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Interventions



Physical and sensory interventions



Gross Motor Sessions – Funfit these sessions aim to support children's gross motor skills and dexterity so they can move with confidence through a variety of movements.

Dough Disco – uses a series of hand and finger exercises designed to improve fine muscle control, gross motor dexterity and hand-eye coordination.

Sensory Room – Rosecliffe has a sensory room, where required, children will be taken individually or in groups for sensory regulation activities.

SEMH Interventions



Our nurture support can be closely tailored to individual children with SEMH needs. Our nurture provision aims to develop social and emotional literacy and remove barriers to academic learning. Through nurture, children develop confidence, become increasingly responsive to others, learn self-respect and take pride in achieving.

These include:

- Social Stories
- Art based emotional regulation sessions
- Catharsis
- Cooking activities
- Lego therapy
- Sports Activities

Cognition and learning interventions



Pre / post Teaching – addresses a specific learning element either before or after is has been taught. The impact of pre teaching is often raised confidence in taught sessions due to greater knowledge of the concept, whereas the impact of post teaching is ensuring clarity with learning that may have not been completely understood in lessons.

Precision Teaching – provides a means of individualising a programme of work for a pupil and enables to daily collection of information to inform future teaching, this supports pupils who need additional support to acquire a new skill or benefit from distributed practice

Reading plus – is an intervention that develops the fluency, comprehension, and motivation students need to be successful readers.

Communication and interaction interventions



Speech and Language Interventions – address speech and language needs through the support of a speech and language therapist leading targeted sessions alongside staff. Staff then complete additional 1:1 or group sessions to develop a pupils speech and language skills.

Social skills groups – aims to support children with interaction difficulties through the use of social stories and adult modelling to systematically teach social skills and social problem solving.

Working beyond the school



Working with parents/carers



At Rosecliffe, we recognise that working with parents and carers can lead to better outcomes for pupils. To support parents whose children have SEND we provide: send coffee mornings, providing a support network for parents/carers; parent workshops, which address areas that parents/carers feel they need support in e.g. sleep workshop and Review meetings, which share progress made and include parent/carers in decision making.

TAC conversations



Team Around the Child (TAC) meetings are child focused and impact driven. The SENDCo and members of Senior Leadership, together with staff who work with the child map out concerns for the child across the different areas and devise a plan of action. It is this joined up thinking that drives future actions within school, with parents and with wider professionals.

Working with local support agencies



To ensure we are providing the best provision possible we work closely with a variety of professionals. We do this through referrals to specialist teachers from the Local authority to observe children with SEND and pass on recommendations. These specialist teachers are also a part of 'Team around the school' meetings to plan appropriate support throughout the year.

We conduct multi-agency meetings with a variety of professionals to inform our practice and ensure relevant support from particular professionals is in place. We liaise with medical professionals, such as Pediatricians and Occupational therapists to ensure staff are informed and can provide the most appropriate provision for each child.

At Rosecliffe, we request ,where necessary, Additional Funded Needs (AFN) Funding or High Level Needs (HLN) funding for our children with SEND whose provision requires further or extensive support.

We may also apply for a Educational health care plans for children whose special educational needs requires more help than would normally be provided in a mainstream educational setting.



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References and Further Information



EEF Toolkit Special Educational Needs in Mainstream Schools



https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

EEF Toolkit Improving Social And Emotional Learning In Primary Schools



https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf

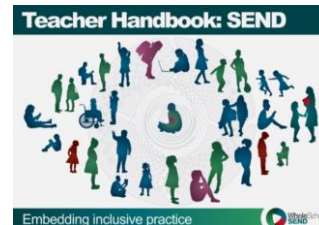
SEND Code of Practice



January 2015

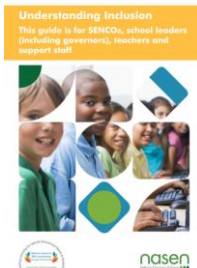
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Teacher Handbook: SEND



<https://nasen-prod-asset.s3.eu-west-2.amazonaws.com/s3fs-public/Teacher%20Handbook%20SEND%20proofed%20version%20-%2020th%20May%202022%20FINAL.pdf>

Understanding Inclusion NASEN



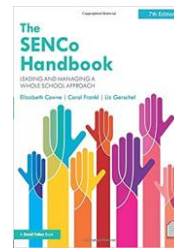
<https://nasen.org.uk/uploads/assets/4741c478-66dc-4e30-825961ed0a926848/ce75dd8b-cbc2-44bf-87a4821ddaed71ff/Inclusion-WEB.pdf>

Great Expectations: Leading an Effective SEND Strategy in School David Bartram



<https://www.amazon.co.uk/Great-Expectations-Leading-Effective-Strategy/dp/1911382489>

The SENCo Handbook Elizabeth Cowne



<https://www.amazon.co.uk/SENCo-Handbook-Elizabeth-Cowne/dp/1138599204>

Good Autism Practice Autism Education Trust



https://search3.openobjects.com/mediamanager/rochdale/fsd/files/good-autism-practice-report_nov_19.pdf