



**Liden Academy**  
**Vision for SEN 2023 to 2024**

Date of approval:	September 2023
Approved by:	Liden Academy Committee
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## Vision for SEN 2023 to 2024

Vision	How we will achieve this
<p>Ethos – meeting the needs of pupils with SEN will be viewed by staff as a professional challenge they will rise to – not as a difficulty. Teachers will view SEN learners as their responsibility and will take ownership of their progress.</p>	<p>Increased focus on vulnerable learners during learning walks and observations</p> <p>Regular meetings with the SENCO</p> <p>Teachers will be responsible for reviewing progress of SEN learners at 3 points during the year</p>
<p>Staff knowledge – teachers and TAs will be increasingly confident to adapt their classroom practice and resources. They will have a growing knowledge of SEN needs such as ADHD.</p>	<ul style="list-style-type: none"> <li>- Training delivered by SENCO, external services and the EAT’s SEND Lead at regular intervals</li> <li>- Coaching from SENCO</li> </ul>
<p>Attainment– all pupils with SEN will make expected or better progress across the curriculum</p>	<ul style="list-style-type: none"> <li>- Progress tracked carefully by SENCO and SLT</li> <li>- Intervention put in place quickly for struggling learners</li> <li>- External services involved in a timely manner, with their advice being implemented</li> </ul>
<p>Achievement – pupils with SEN will be represented in our sports teams, School Council, prefects and our extra-curricular clubs. Their success in non-academic areas will be recognised and celebrated.</p>	<ul style="list-style-type: none"> <li>- Staff will be mindful about inclusivity when selecting pupils for teams and events.</li> <li>- Assemblies, PSHE sessions and circle times will ensure achievement is celebrated</li> <li>- The Behaviour Policy will be revised to ensure a focus on celebrating success</li> </ul>
<p>Quality first provision:</p> <ul style="list-style-type: none"> <li>– all classrooms will use SEN-friendly practice as standard, including dyslexia-friendly approaches, Attachment-friendly provision and sensory adaptations.</li> <li>– teachers will consistently differentiate lessons and consider SEN learners in their planning. In the vast majority of cases, SEN learners will access a differentiated version of the class task, rather than an individualised curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Funding will be invested in creating a central pool of SEN resources, and teachers will be encouraged to access these resources regularly</li> <li>- Staff training will equip staff with the knowledge to self-assess the quality of SEN practice in their classrooms and to make improvements</li> <li>- Planning will show differentiation and will include direction for TAs</li> <li>- The academy will avoid creating a reliance on TAs for children with SEN to succeed. TAs will be encouraged to support a range of vulnerable learners.</li> </ul>
	<ul style="list-style-type: none"> <li>- Teachers will make ‘quick win’ adaptations to encourage independence e.g. key word spellings, task lists</li> </ul>

<p>Interventions – these will be targeted, smart, time-limited and reviewed for impact. TAs will play a vital role in evaluating their success.</p>	<ul style="list-style-type: none"> <li>- A provision map will track participation in interventions and will monitor progress. The academy will develop the interventions that have the most impact.</li> <li>- Interventions will be carefully fitted with the curriculum to benefit learners. For example, pupils will not miss English lessons to have an intervention in writing. Teachers will ensure children do not yo-yo in and out of classrooms for interventions.</li> <li>- A review calendar will be used, with teachers and TAs collaborating to review progress 3 times a year.</li> </ul>
<p>Attendance – Pupils with attendance difficulties will receive timely support. Children with SEMH needs will spend as much time as possible within their classrooms with their peers.</p>	<ul style="list-style-type: none"> <li>- The Attendance Officer will carefully manage attendance, communicating effectively with all stakeholders, including the EWO.</li> <li>- The academy will aim to support, rather than punish, families to improve attendance wherever this is possible.</li> <li>- Class teachers and SLT will be mindful of the importance of children with SEMH needs being in their classrooms as much as possible. Rewards and sensory/movement breaks will take place in classrooms or quiet rooms whenever possible. Sanctions will avoid removing children from classrooms whenever possible.</li> </ul>
<p>Parental engagement – Parents will be kept informed of their children’s progress and will play a key part in shaping additional support. Staff will be honest and realistic with parents about pupil progress.</p>	<ul style="list-style-type: none"> <li>- All parents will be made aware of if their child is identified as having SEN needs.</li> <li>- TAC meetings will run for children who require additional support.</li> <li>- Parent and pupil view will be captured in Early Help Records and TAC meetings.</li> <li>- Staff will be realistic with parents about children’s progress at Parents’ Evenings.</li> </ul>
<p>Behaviour – staff will view behaviour as communication and will always look for underlying reasons. Staff will endeavour to build and maintain positive relationships with pupils.</p>	<ul style="list-style-type: none"> <li>- ABC charts will be kept for children with behaviour difficulties. These will be analysed for trends, and strategies will reflect these findings.</li> <li>- Training on Attachment Disorder, ADHD and ASD will be provided by the SENCO or external experts.</li> </ul>
	<ul style="list-style-type: none"> <li>- The Behaviour Policy will be revised.</li> </ul>

<p>Pupil engagement – Children will be aware of the purpose of their interventions and their targets. Their wishes will be taken into account when shaping their support.</p>	<ul style="list-style-type: none"> <li>- TAs will be open about the purpose of interventions and will regularly remind children of their targets,</li> <li>- Older children will be involved in the review cycle of their intervention record.</li> <li>- Pupil voice will be captured in TAC meetings.</li> </ul>
<p>Transition – all children will receive consistent transition support. Staff will have clear roles and responsibilities. The academy will make every effort to provide additional transition to those who need it.</p>	<ul style="list-style-type: none"> <li>- SEN paperwork will be uploaded to CPOMS and collated in one location so it can transition in a timely manner to new schools.</li> <li>- The SENCO will communicate with secondary schools and nurseries as early as possible about transition, and all efforts will be made to meet the transition requests of these settings.</li> </ul>
<p>Support staff – our TAs will be knowledgeable and will show initiative in their approach to supporting children with SEN. They will be productive during the teacher-input part of lessons.</p>	<ul style="list-style-type: none"> <li>- Training for TAs will be part of all TD days</li> <li>- TAs will have a weekly meeting with the SENCO</li> <li>- Optional supervision meetings each term will develop their practice</li> <li>- TAs will have their good practice recognised and celebrated by management.</li> </ul>