

Inclusion

‘To be the best we can be’

Aims of this evening

- 1. Introduce key members of the inclusion team**
- 2. Explain our priorities as an inclusion department**
- 3. Communicate clearly what parents can expect of the SEND department and provision**
- 4. Provide space to talk and meet individuals**

Inclusion- 'To be the best we can be' Priorities 2022-24

1. **Quality First Teaching- (Universal Offer)** Ensure there is consistent 'Quality first teaching' where SEND /PP students thrive because teaching is inclusive and expectations are high.
2. **Systems and Process-** To develop the current systems and processes ensuring that communication, tracking and evaluating of SEND progress and development is timely, time efficient, impactful and informative for all stakeholders.
3. **Alternative and Additional Provision-** Establish nurturing, purposeful and ambitious supplementary and alternative learning support environments, which impact positively on the personal development, wellbeing and academic progress of our learners
4. **Catch -up Programme** -Build upon the existing programme to establish a systematic, research driven catch up programme to accelerate literacy and numeracy skills of a wider cohort of poor readers and support those learners with English as an additional language.

Context

National context- [Green Paper March 2022](#) and then [SEND Improvement Plan March 2023](#)

Local context- [AP](#), [Special Schools](#), [Staffing](#)

School context- [SEND Register](#), [Emerging needs](#) and [Increase in new challenges](#)

Our response.....We can't continue to operate in the same way.



Victoria Armitage
Deputy Headteacher



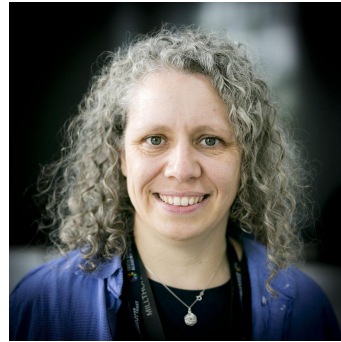
Merry Wright
SENCO



Sue Wight
SEN Lead



Sophie Reading
SEN Lead-SEMH



Deb Bradsell
SEND Lead- Cognition and Learning



Dollita Smith
SEND Lead-Sensory Physical



Vanessa Powell
SEND Lead-
Communication and Interaction

... a fantastic team of TAs who don't all fit on this slide

We will endeavour to provide:

- A supportive and inclusive environment
- A detailed pupil passport for each student on our SEN register
- Quality first teaching
- Termly review
- Timely communication

Role of SEND Lead

Our SEND Leads will lead on:

- Graduated approach
- Student and parental communication
- Ensure identified SEND strategies are being delivered.
- Be a point of contact and offer therapeutic, nurturing support to pupils with additional needs.
- Support staff in upskilling their knowledge in that specific area of need for both teaching and non teaching staff.
- Undertake regular SEN training to keep their knowledge and skills up to date.



Quality First Teaching

Strategies identified on Pupil Passports and EHCPs
ALL

TA Class Support

Targeted Interventions

4 areas of need

Keyworkers

**Learning Support Classrooms
(LSC1/LSC2)**

Curriculum/Pastoral referral

Nurture

Form Group and bespoke timetable and
Personal Development

Connect

(SEMH) Personalised/Alternative
Curriculum

Alternative Provision

External Providers

Referral to Learning Support Hub



Who to contact?

<p>Cognition and Learning Difficulties SEND Lead: Debs Bradsell d.bradsell@millthorpe.southbank.academy</p>	<p>Social, Emotional and/or Mental Health Needs SEND Lead: Sophie Reading s.reading@millthorpe.southbank.academy</p>
<p>Communication and Interaction Needs SEND Lead: Vanessa Powell v.powell@millthorpe.southbank.academy</p>	<p>Sensory and/or Physical Needs SEND Lead: Dollita Smith d.smith@millthorpe.southbank.academy</p>

**If you are unsure of who to speak to please contact Mrs Hill
(our SEND admin): v.hill@millthorpe.southbank.academy**

