

Theale Green School – SEND Improvement and Development Plan



The Theale Green SEND Vision:

We want children and young people with Special Educational Needs and Disabilities (SEND) to achieve the best possible outcomes which enable them to fulfil their true potential and participate fully in wider society.

The Theale Green SEND plan is based on the statutory SEND Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Delivering the Theale Green SEND plan:

The SEND Advocate Group, provides strategic challenge to TGS Leadership Team regarding children and young people with SEND and helps to monitor progress and outcomes of plans and strategies relevant to SEND services

Theale Green SEND principles: to increase the ability of students with SEND to function independently and progress academically

The Theale Green SEND vision and delivery of key priorities will be underpinned by the following principles:

Collective responsibility – SEND is everyone's business

Early Support and Intervention – Early help and support through a high quality graduated response

Inclusion – The children and young people with SEND at Theale Green will be able to participate in all areas of school life

Trained Staff – The staff at Theale Green will be confident and competent to identify and meet the needs of children and young people with SEND

Personalisation – A personalised approach will be adapted, where appropriate

Partnership – Integration and co-ordination of approaches

SEND advocates - fostering opportunities for individuals to maximise their potential to do the very best they can do and to be the very best they can be, irrespective of the individual level of disability; focusing on the 'how to make it happen' dialogue, and bringing a solution-centred approach to the discussion, by listening, acknowledging, valuing and acting.

The Offer

- To engage with children, young people and their families to promote early identification and support that meets need.

The journey

- To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision.
- To promote independence for all young people through a person centred approach.

The provision

- To improve the quality and timeliness of multi-agency assessments and quality of plans for those who require specialist levels of support.

Transition

- To develop smooth progression to adulthood for all young people with SEND.




The Offer

- ***Objective 1 - To engage with children, young people and their families to promote early identification and support that meets need.***

- Early intervention and support will be based on evidence and therapeutic based approaches.

Continue strategic co-production of Student Achievement Plans with children, young people and families.

- Parental feedback demonstrates that they have been provided with accurate and appropriate information in a timely manner.




The
journey

- ***Objective 2 - To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision.***

- Outcomes at the end of each key stage for students identified with SEND will be above national averages for equivalent groups.

- Outcomes and progress for students identified with SEND will demonstrate that they are closing the gap on their peers.

- Ofsted report will recognise the good level of support for young people with SEND.



The
journey

- ***Objective 3 - To promote independence for all young people through a person centred approach.***

- Individual intervention and strategies to support student are clearly noted on student's working document.

- Feedback from parents/young people demonstrate satisfaction with the collaboration process, the support provided and the progress made.

- Outcomes and progress for students identified with SEND will demonstrate that they are developing independent skills.



The
provision

- ***Objective 4 - To improve the quality of plans for those who require specialist levels of support.***

- Student achievement profiles, action plans etc. will be produced with children, young people and families, with use of termly SMART targets.

- Annual review paperwork will be person-centred, with use of termly SMART targets based on ECHP outcomes.

- Student and parental feedback demonstrates satisfaction with SEND support.



Transition

- ***Objective 5 - To develop smooth progression to adulthood for all young people with SEND.***

- All students with SEND will have access to independent advice and guidance and those with the greatest need will have access to a personal adviser.

- The number of young people with SEND leaving Key Stage 4 engaged in education, employment and training will increase.

- All EHCPs for children aged 14 and beyond will reflect aspirations for future training or employment.

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Objective 2 - To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision.

Objective 3 - To promote independence for all young people through a person centred approach.

Objective 4 - To improve the quality of plans for those who require specialist levels of support.

Objective 5 - To develop smooth progression to adulthood for all young people with SEND.