# NEFUTC SEND PLEDGE

NEFUTC Vision for T&L linked to SEND

All learners are entitled to a broad, balanced and relevant curriculum with full access to the National Curriculum and vocational options.

All staff have a duty to promote high achievement by all and to ensure equality of opportunity by taking into account the diverse needs of the individual learners and by including them in the social and academic life of the academy thus creating a fully inclusive environment.

The wheel diagram contains the following segments: LEARNING PASSPORTS, LEADERSHIP, SEND TEACHING AND LEARNING CPD, CLASSROOM ENVIRONMENT, SEATING PLANS, LONG-TERM PLANNING, MEDIUM-TERM PLANNING, STUDENT BOOKS, TEACHER DELIVERY, RELATIONAL PRACTICE. Center logo: North East Futures UTC.

* click on each title above for further detail
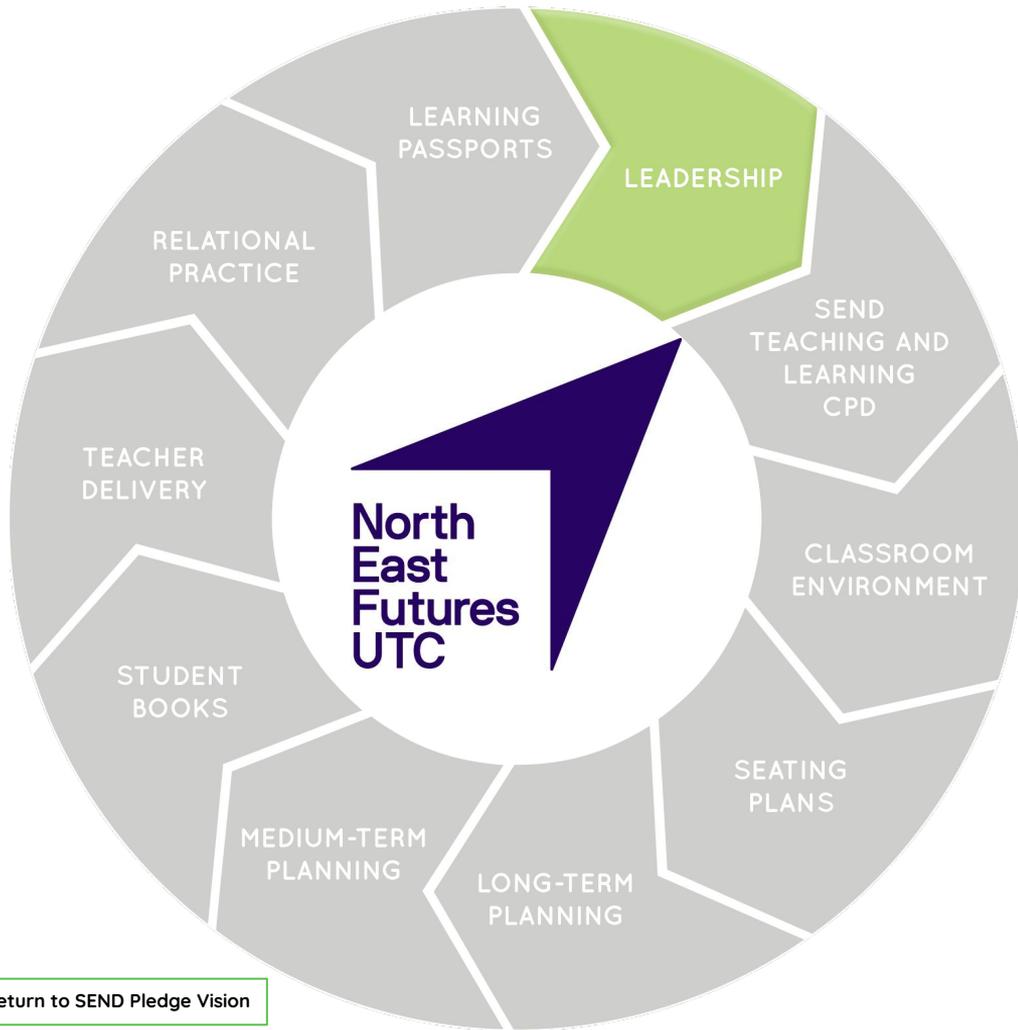
LEADERSHIP

→ Faculty/department leads complete student voice activities with SEND representation

→ Regular curriculum review with SEND Leaders

→ QOE drop-ins with SEND focus termly with key takeaways shared

→ Using cohort demographic (of need) to identify training needs for staff

→ Monthly SEND focus at QOE meetings

Circle segments: LEARNING PASSPORTS, LEADERSHIP, SEND TEACHING AND LEARNING CPD, CLASSROOM ENVIRONMENT, SEATING PLANS, LONG-TERM PLANNING, MEDIUM-TERM PLANNING, STUDENT BOOKS, TEACHER DELIVERY, RELATIONAL PRACTICE

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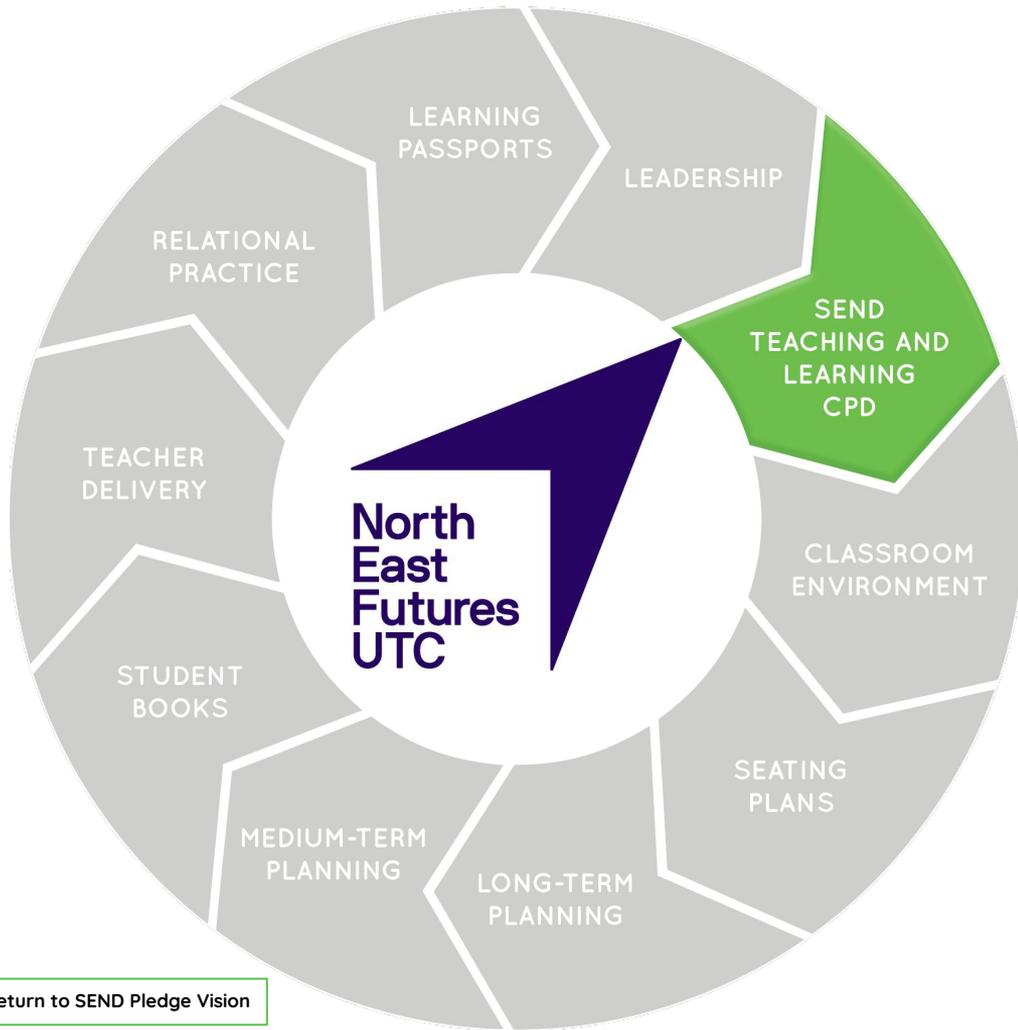
SEND TEACHING AND LEARNING CPD

→ Whole school SEND training

→ Bespoke departmental SEND T&L training in response to QOE key takeaways

→ Support staff training programme

→ Weekly SEND updates in staff briefing, where appropriate, sharing up to date information about learners with SEND

← Return to SEND Pledge Vision
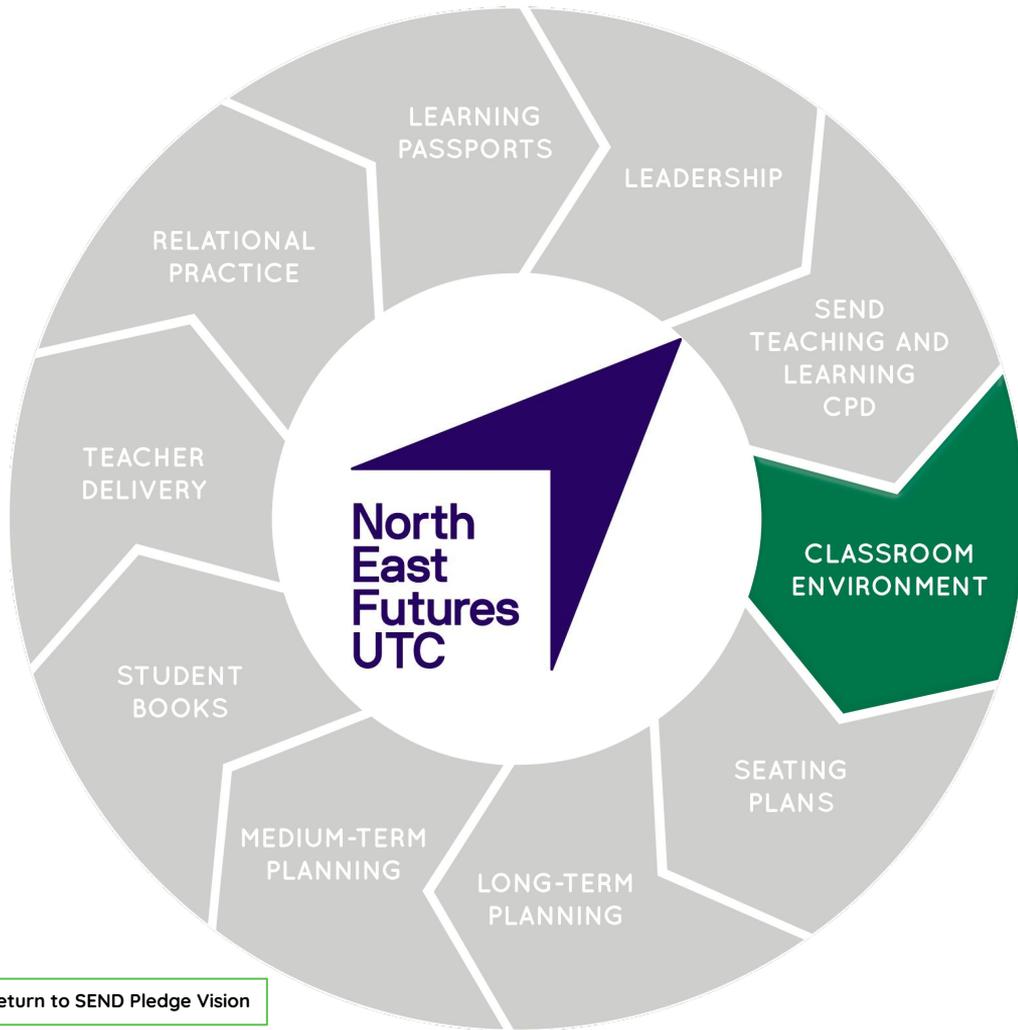
CLASSROOM ENVIRONMENT

→ Organised to support independence

→ Clearly embedded and visible routines

→ SEND friendly displays and resources

→ Room layout consideration

→ Seating plans in place with clear rationale

→ Sensory adjustments - ear defenders etc

Circle diagram labels: LEARNING PASSPORTS, LEADERSHIP, RELATIONAL PRACTICE, SEND TEACHING AND LEARNING CPD, TEACHER DELIVERY, CLASSROOM ENVIRONMENT, STUDENT BOOKS, SEATING PLANS, MEDIUM-TERM PLANNING, LONG-TERM PLANNING

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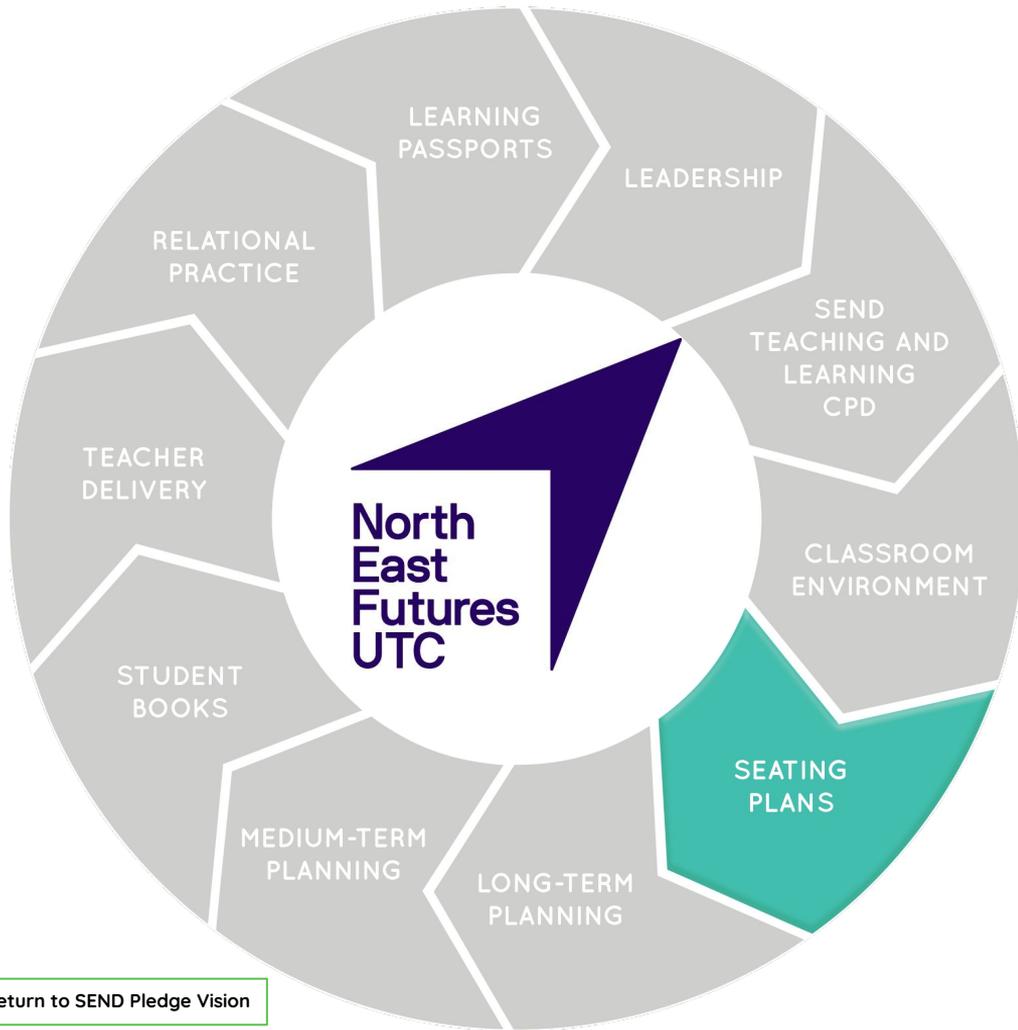
SEATING PLANS

→ Seating plans reflect individual student requirements where necessary

→ Seating plans consider effective deployment of support staff

→ Seating plans reflect contextual needs of individuals

→ Regularly reviewed to ensure learners with SEND have the 'best seat in the house'
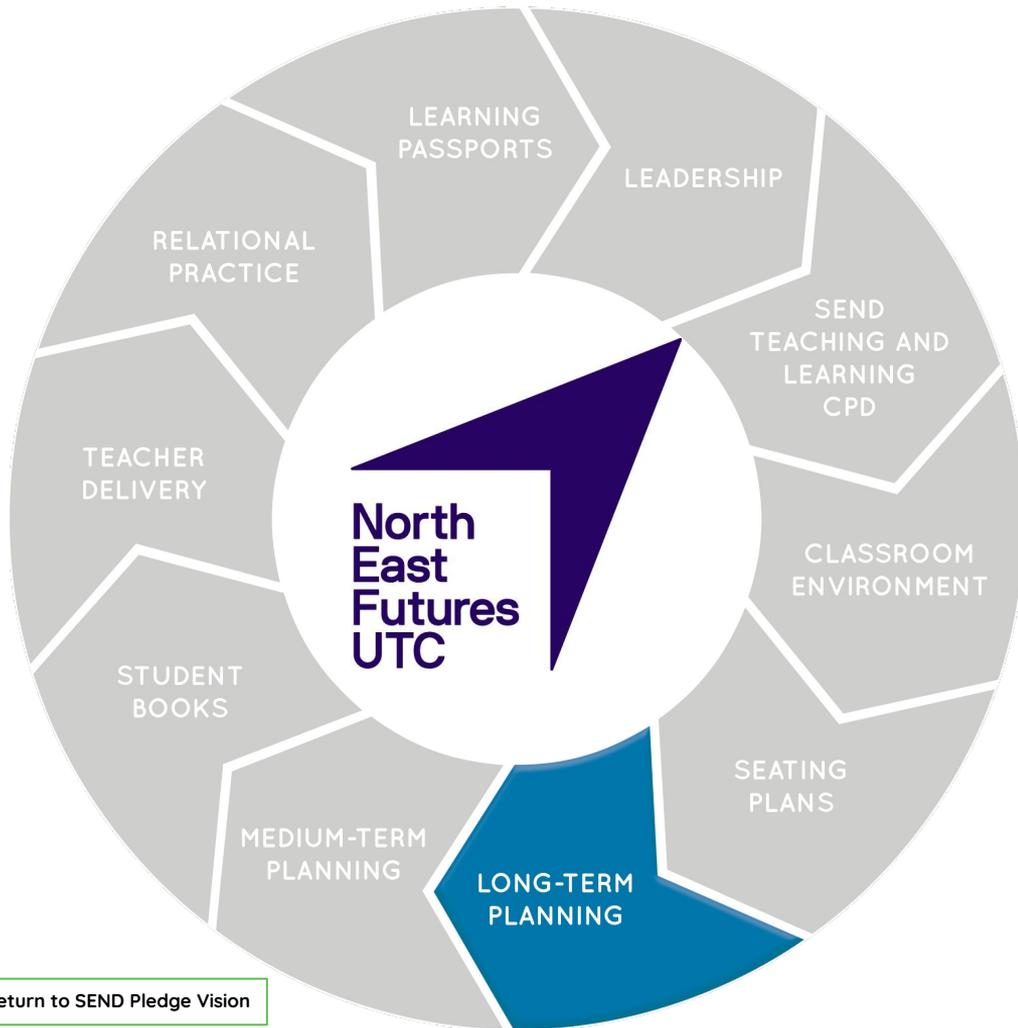
LONG-TERM PLANNING

→ Careful sequencing of learning with opportunities to revisit topics/skill development

→ Regular curriculum review with SEND Leaders

→ Faculty/department leads complete student voice activities with SEND representation

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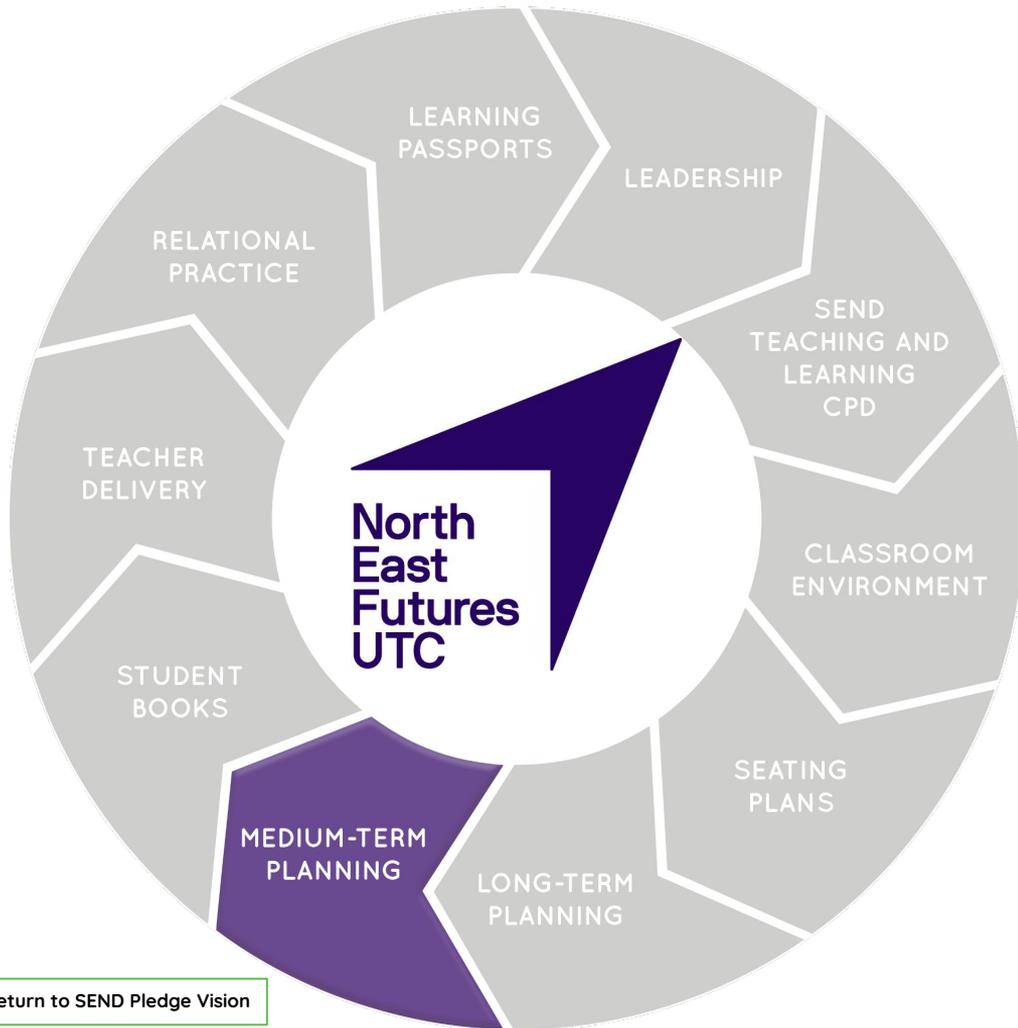
MEDIUM TERM PLANNING

→ Annotated with individual key reasonable adjustments referencing inclusion register
→ Personalisation of learning approach
→ Appropriate Purple Zone assessments
→ Deployment of LSA

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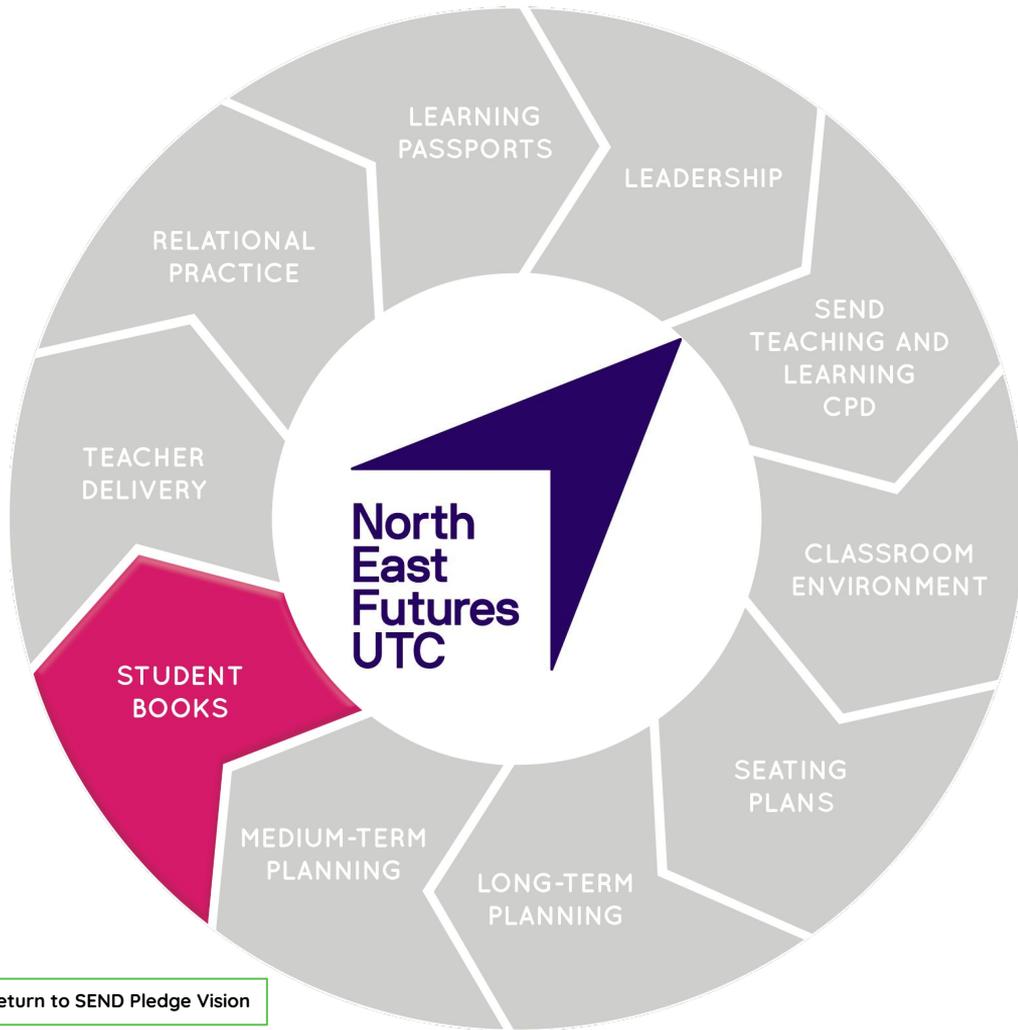
STUDENT BOOKS

→ Evidence of targeted live feedback to include -

- Scaffolding tasks
- Sentence starters
- Checklists
- Additional examples of modelling tasks
- Explicit teaching of vocabulary
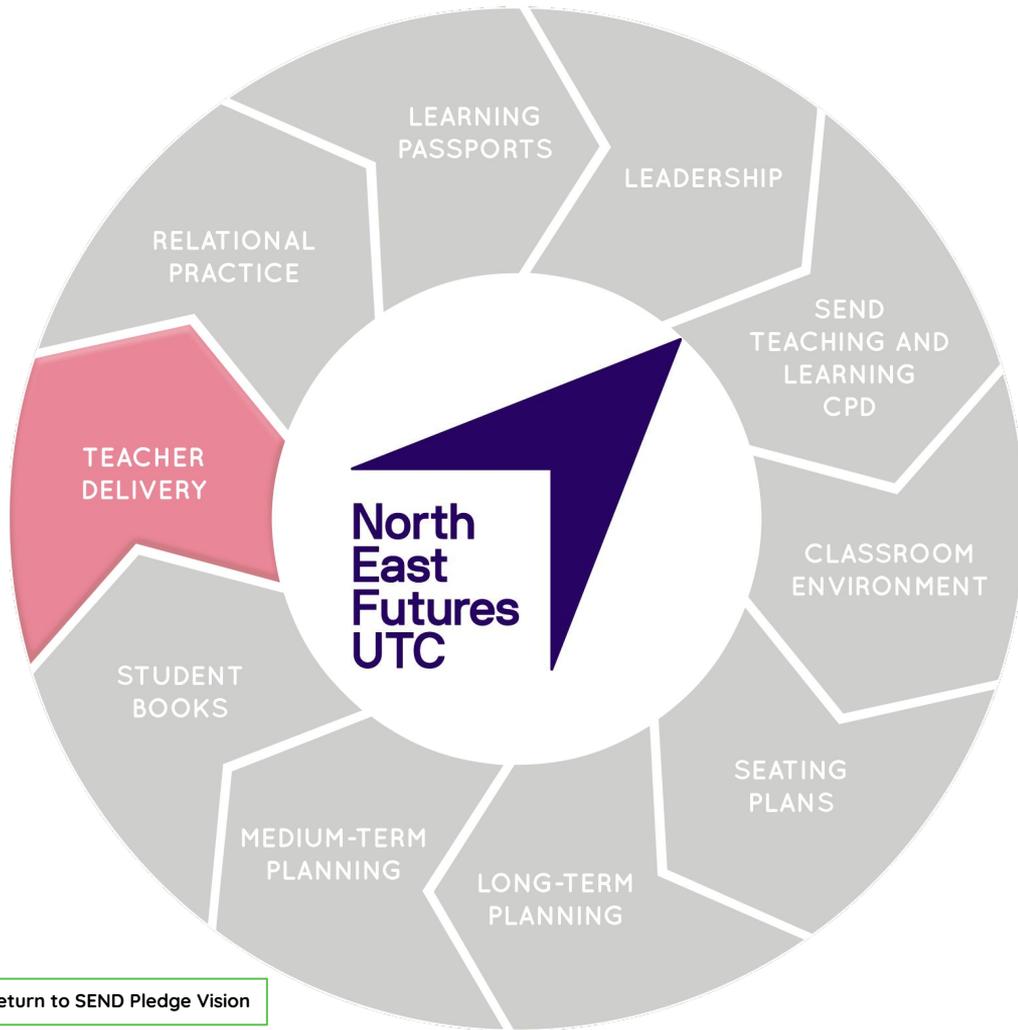
TEACHER DELIVERY

→ Consideration of cognitive load

→ Provision of personalised resources where necessary

→ Effective deployment of support staff

→ Effective use of knowledge retrieval to directly support students with SEND

→ Additional time allocated where appropriate for processing, responding, demonstrating etc

→ Additional targeted 1:1 and small group support

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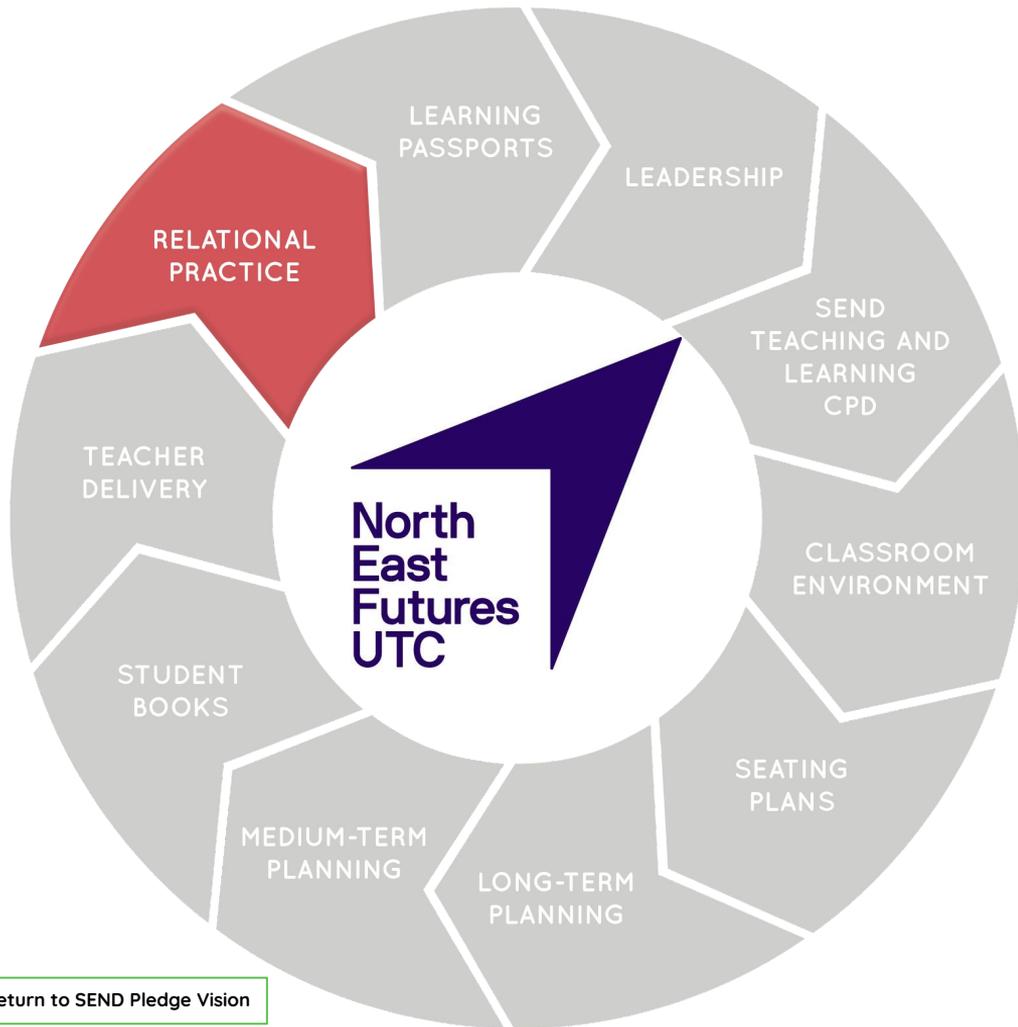
RELATIONAL PRACTICE

→ Use of knowledge of individual motivators
→ Tactical ignore where appropriate
→ Effective behaviour management, with reasonable adjustments applied in line with individual needs
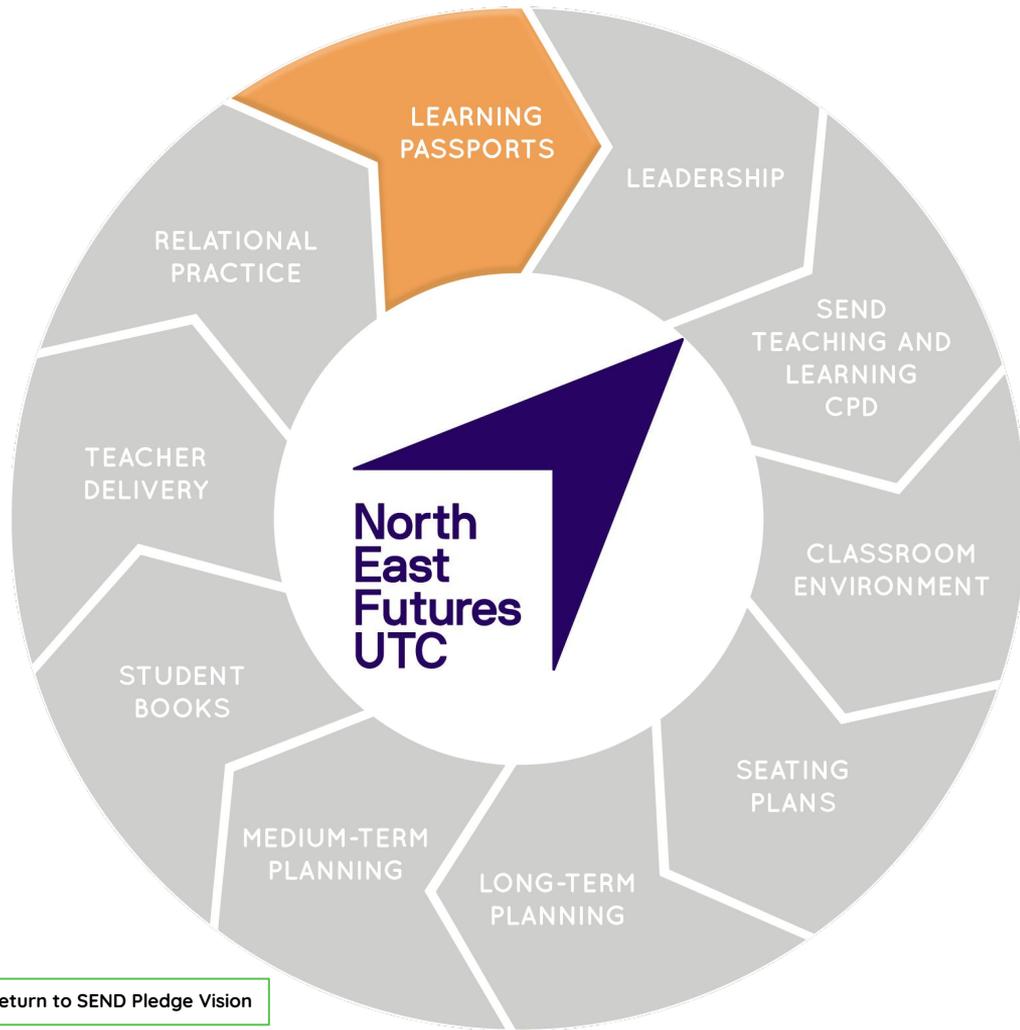
Inclusion Register

→ Personalised to the student

→ Student voice incorporated

→ Strategies to support staff to meet needs

→ Regularly reviewed and amended with all stakeholders

→ Personalised SMART outcomes relevant to area of need

→ Teacher input into review of inclusion register, progress towards targets, and target setting