



## MNSP SEND TEAM

WORKING TOGETHER TO ENSURE THE BEST LIFE CHANCES FOR  
CHILDREN AND YOUNG PEOPLE WITH SEND THROUGH HIGH QUALITY  
PROVISION.

Midsomer Norton Schools' Partnership is a partnership of schools working together to improve the educational experiences for ALL learners.

Our SEND Team provides support and challenge to all of our schools so that our entire community of children and young people can achieve their best.

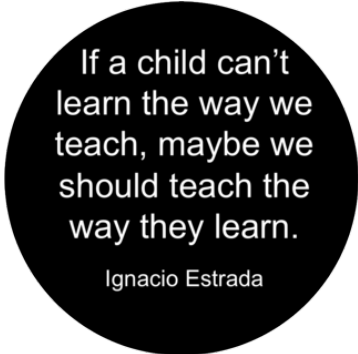
The Trust is committed to providing a broad, balanced and aspirational curriculum in all of its schools, so that all children and young people develop the character and qualifications needed to open doors to their future success.

A strong focus on developing and providing inspirational teaching and leadership in all schools, through school-to-school improvement, ensures outstanding progress and educational enjoyment for all members of our partnership's community.

Through our SEND Team, we offer a personalised approach to support each child, to progress and achieve. We promote achievement by removing the barriers to learning and using a bespoke approach to delivering a wide range of strategies for pupils with a diversity of needs.

#### The aims of the MNSP SEND Team:

- Support mainstream schools in meeting the precise and specific needs of pupils with SEND to ensure that all young people make progress regardless of their specific learning needs
- Help teachers and teaching assistants feel more confident in their day-to-day work in the classroom
- Build confidence through being able to talk to, observe and work alongside skilled practitioners from special school settings and professionals with specific expertise
- Further develop partnership between special schools and mainstream schools in a strategic, planned and transparent way
- Prevent failure and promote a culture of success



If a child can't  
learn the way we  
teach, maybe we  
should teach the  
way they learn.

Ignacio Estrada

## **SENCO Network -Professional Guidance and Support**

MNSP is excited to be able to offer a SEND Network for local educational and SEND professionals. The SENCO Network provides SENCOs and SEN Practitioners with a professional forum for reflection, dialogue and development and supports professionals to ensure all children and young people with Special Educational Needs and Disabilities access the highest quality provision and achieve excellent outcomes.

### **The Network Vision:**

- The Network will encourage greater collaboration between practitioners of special education, offering expertise in delivering a bespoke, flexible and inclusive provision for those aged 5-19 with SEND.
- The primary function is to provide advice and guidance, offer the opportunity to share best practice, learn from one another and hold a professional discussion in a supportive forum with peers.
- The panel of SEND specialists will provide support to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND).
- It aims to provide an opportunity to network and deliver peer-to-peer guidance. The focus is, through sharing best practice, to develop an inclusive education system whereby children with increasingly complex needs achieve and succeed within mainstream schools.
- Each Network invites participating schools to submit individual cases which will be discussed amongst the panel and other invited schools giving the opportunity to discuss, listen and share good practice on a variety of SEND strategies

### **The Network's Objectives:**

- To improve the skills and knowledge of staff by contributing to the professional development of staff in schools, colleges and support services, by signposting resources and training.
- To create a more flexible and broader continuum of provision.
- To ensure the achievement and wellbeing of children and young people with SEND across the local area.
- To support mainstream schools in meeting the precise and specific needs of pupils with complex learning difficulties.

Network meetings will be:

- 6 times per year
- Face to face/ Virtual, a range of timings & venues
- between 1½ -2hours in duration

**Continued Professional Development Programme**

Supporting high quality teaching is pivotal in improving children’s outcomes. MNSP’s SEND Team provide diverse & high quality professional development to ensure that teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and therefore enhance practice in the classroom.

Our programme is:

- Devised from needs identified from within the trust.
- Bespoke & in response to school requests
- Face to face/ Virtual- Various venues and times
- Applicable for a range of roles within schools
- Includes observation, mentoring & coaching
- Appropriate for whole school policy development
- Responsive to new initiatives

Examples of Training:

<b>Attention Autism</b>	<b>Supporting Positive Behaviour</b>	<b>Maximising the impact of Teaching Assistants</b>	<b>Zones of Regulation</b>
<b>Moving &amp; Handling</b>	<b>The Dyslexia Friendly Classroom</b>	<b>Sign-along</b>	<b>Sensory Processing</b>
<b>Colourful Semantics</b>	<b>Sensory Stories</b>	<b>Team Teach</b>	<b>The Thrive Approach</b>
<b>The Engagement Model</b>	<b>Lego Therapy</b>	<b>Removing Barriers – Sensory Differences</b>	<b>Proprioceptive Classroom Strategies</b>

<b>Supporting the traumatised child</b>	<b>The Five Point Scale</b>	<b>Metacognition-Strategies for the classroom</b>	<b>Embedding EHCPs into T&amp;L</b>
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**Individual School SEND Review:**

**Excellent teaching for pupils with SEND is excellent teaching for all.**

The aim of a SEND Review is to improve the provision for pupils with SEND in mainstream schools by helping schools to evaluate the effectiveness of their provision, and then implement a bespoke action plan to target areas of priority and drive improvement.

**The Process:**

**Reviews of SEND provision are available from:**

Alun Williams - CEO

Sophie Addison - Executive Head Teacher

MNSP SEND TEAM Offer:

<b>Free of Charge:</b>
SENCo Network -Professional Guidance and Support For 22/23 there will be three Network meetings and three SEND focused Teach Meets
Continued Professional Development Programme- Please be aware that some courses may have charges due to accreditation certificates/ travel costs if at host schools etc.
Individual School SEND Review (Annual)
Outreach Support (Initial Observation from Specialist SEND Staff & Follow up report)

<b><u>SENCo Network &amp; Teach Meets</u></b>		
All meetings will be held centrally at Critchill School		
4.30pm-6.00pm		
SENCo Network	13.10.22	Led by Diggy Coe
Teach Meet	10.11.22	Supporting Positive Behaviour in the classroom Led by Katie Parker (Behaviour Analyst)
SENCo Network	23.02.23	Led by Diggy Coe
Teach Meet	27.04.23	Identifying need and supporting pupils with practical approaches Led by Kathryn Weston (SALT)
SENCo Network	16.05.23	Led by Diggy Coe
Teach Meet	20.06.23	Ready to learn- supporting sensory needs in the classroom Led by Jocey Twine (OT)

## 'Pay as you go' SEND Support

Please complete a referral [form](#)

The team will endeavour to action all referrals and requests for support within a two-week period.

Travel costs are also payable

<u>Costed:</u>	<u>Face to Face time (h)</u>	<u>Administration (h)</u>	<u>Total Time</u>	<u>Cost</u>
<u>OT</u>	6	1	7	350
Jocey Twine	12	2	14	700
	18	3	21	1050
	24	4	28	1400
	30	5	35	1750

<u>Costed:</u>	<u>Face to Face time (h)</u>	<u>Administration (h)</u>	<u>Total Time</u>	<u>Cost</u>
<u>OT - Apprentice</u>	6	1	7	245
Ellie Butler	12	2	14	490
	18	3	21	945
	24	4	28	980
	30	5	35	1225

\*An OT apprentice can do 1:1 or group work on behalf of an OT (OT does the planning and receives feedback after), can also act as liaison between schools

<u>Costed:</u>	<u>Face to Face time (h)</u>	<u>Administration (h)</u>	<u>Total Time</u>	<u>Cost</u>
<u>SALT</u>	6	1	7	420
Liz Jeatt Kathryn Weston	12	2	14	840
	18	3	21	1260
	24	4	28	1680
	30	5	35	2100

<u>Costed:</u>	<u>Face to Face time (h)</u>	<u>Administration (h)</u>	<u>Total Time</u>	<u>Cost</u>
<u>SALT Assistants</u>	6	1	7	245
TBC	12	2	14	490
	18	3	21	945
	24	4	28	980
	30	5	35	1225

\*SLTA can do 1:1 or group work on behalf of an SLT (SLT does the planning and receives feedback after), can also act as liaison between schools and SALT

<u>Costed:</u>	<u>Face to Face time (day)</u>	<u>Cost</u>
<u>Behaviour Analyst</u>	0.5	150
Katie Parker	1	300

<u>Costed:</u>	<u>Face to Face time (day)</u>	<u>Cost</u>
<u>Thrive Practitioner</u>	0.5	120
Diggy Coe	1	240

\*Thrive plans, small groups, one to one interventions etc.

<u>Costed:</u>	<u>Face to Face time (day)</u>	<u>Cost</u>
<u>SEND Specialist Teachers</u>	0.5	120
Hayley Cobb	1	240
Jon Hoare		



<u>Costed:</u>	<u>Face to Face time (h)</u>	<u>Cost</u>
<u>Play Therapist</u> Fran Mullins Annual Report included	50 mins session face to face & 10 mins prep	50

<u>Costed:</u>	<u>Face to Face time (h)</u>	<u>Cost</u>
<u>Dyslexia Screening &amp; Support</u> Izzie Rees	50mins	50

\*Screening:

- An Initial questionnaire and consent form for parents.
- An initial questionnaire form for staff.
- Screening of approximately 1 hour at the students school.
- Dyslexia Screening report and recommendation within 7 working days

<u>Costed:</u>	<u>Face to Face time (day)</u>	<u>Cost</u>
<u>Locum SENCO</u>	0.5	120
Harriet Jones	1	240

\*Including Access arrangements as needed. Reports / Documentation as needed

#### Feedback from 21/22:

*“As a mainstream school, we really appreciate the expertise and knowledge from colleagues in specialist education to develop staff knowledge and receive recommendations for our children who are challenged with the mainstream classroom.”* St Johns Primary School

*“Fabulous team to work with, I feel the benefit is just knowing that we can get support if and when needed.”* Norton Hill Primary

*“We were able to reset our mind-set around a named pupils needs. This was a ‘lightbulb’ moment that challenged the thinking of our staff.”* Farrington Gurney Primary