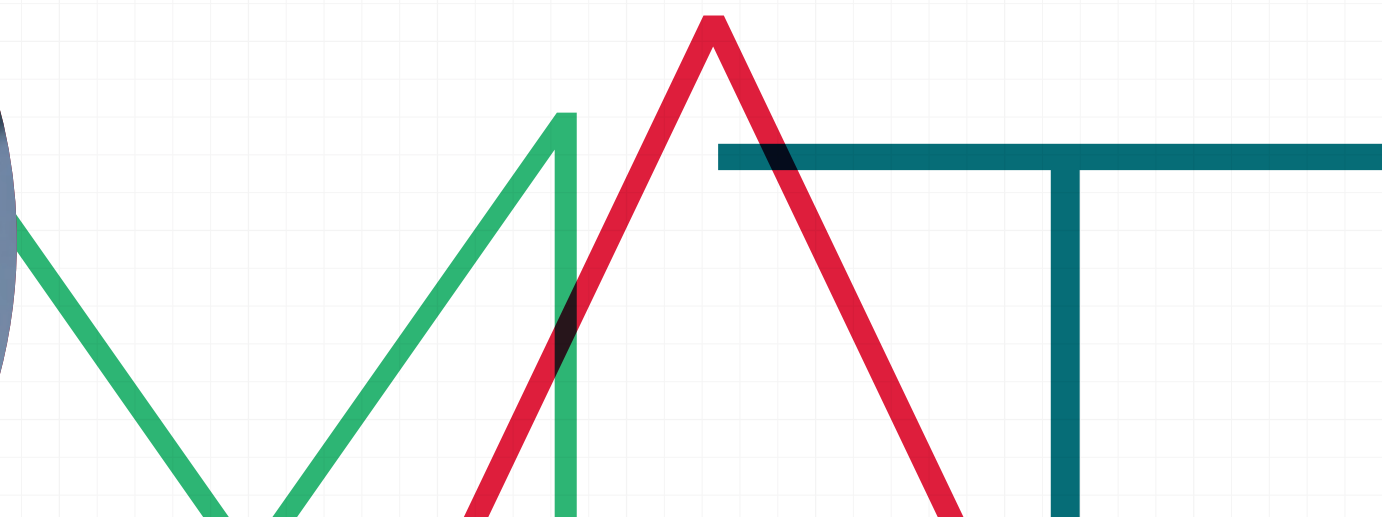


MIAT

SEND REVIEW GUIDE



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FOREWORD

Leadership of learning for pupils with Special Educational Needs and Disabilities (SEND) needs to start at the very top of any Multi Academy Trust (MAT).

If we are to develop trusts where every teacher is a teacher of SEND then we have to help every leader to be a leader of SEND. The MAT Review Framework provides an opportunity for the consideration of inclusive practice across MATs which can be used to self-review and plan trust wide improvement of the provision for children with SEND.

Accurate identification of need is paramount so that resources can be mapped and provision planned for learners with SEND. Understanding the distribution of the four broad areas of SEN need within individual academies and across the MAT as a whole should be adopted as good practice. Knowing the progress learners make from their individual starting points, not just their attainment, is a prerequisite. Impactful teaching and learning is what matters most for learners and their families. In order to develop effective practice, a MAT will need to be outward-facing and prepared to develop partnerships with other MATs, schools, Local Authorities (LAs), health and social care services and third sector organisations.

We need to support improved improvements in classroom practice for learners in need of SEND support and develop appropriate interventions which impact on pupil outcomes. Evidence suggests teaching staff are often not confident in identifying and supporting learners with SEND effectively and can find it difficult to plan for and implement appropriate interventions and review their impact. Teaching learners with SEND is not a strong area of knowledge for many teaching staff as limited specialist training is received. The responsibility for learners with SEND should not be left

solely with the Special Educational Needs Co-ordinator (SENCO) without effective involvement from Senior Leadership Teams or from the leaders of the MAT.

Many Multi Academy Trusts were using the SEND Review to good effect in individual academies but had asked Whole School SEND to consider how the tool could be adapted to support MAT Leaders and strategic leaders of SEND and Inclusion to consider provision across a range of schools. Over 2017-18 Whole School SEND worked with a network of 20 academy trusts to test approaches for developing MAT capacity to support and include learners with SEND.

This MAT SEND Review is one of the key outcomes of this work. The project aim was to develop a framework that supports a trust wide approach to SEND, involving senior leaders at trust and academy level, developing staff awareness and expertise and building strategic leadership in order to improve identification, progress and outcomes for learners with SEND. By engaging and collaborating with colleagues from MATs and conducting shared reviews we can obtain a more thorough overview of need and available resources in order to develop an effective MAT SEND approach based on evidenced best practice.



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INTRODUCTION

The Special Educational Needs and Disabilities (SEND) Code of Practice emphasises that ‘Special educational provision is underpinned by high quality teaching and is compromised by anything less.’ (DfE, 2015, Pg.25).

It is important to remember that within the context of both the Salamanca Statement (UNESCO, 1994) and the Equality Act (2010), all children have an entitlement to have their requirements met. This can be considered at a classroom level through the SEND Reflection Framework and the TA Deployment Review, at whole academy level through the SEND Review and at a strategic level across multiple settings through the MAT SEND Review.

Reviewing SEND across a MAT offers opportunities for leadership teams and individuals to reflect critically and proactively on their organisation’s ability to meet the requirements of all learners within their settings, linking their perceptions to examples of impact. The statements within this document reflect the collective contribution of a broad range of MAT SEND leaders, and offer an opportunity to improve practice within the context of a constructive framework.

Reviewing SEND provision across a MAT should be led by an experienced, independent system leader, such as a National Leader of Education (NLE) or Specialist Leader of Education (SLE), who has a track record of improving outcomes for learners with SEND. However, it could also be used by a skilled classroom practitioner or academy leader with a deep understanding of SEND, such as those fulfilling the emerging Director of Inclusion roles.

It is intended that this document should be used flexibly, therefore, the amount of time that a review takes will depend upon the number of settings involved and the structure of the MAT.

This process should focus on improving learner outcomes and sit within a broader continuum of professional development as recommended by the Standard for Teachers’ Professional Development (2016).

The purpose of reviewing SEND provision across a MAT is to enable a trust to evaluate the effectiveness of their provision for learners with SEND across all settings within the organisation and establish the extent to which provision is consistently meeting learner requirements at every level.

A MAT SEND Review should help to ensure that all learners, in all academies within the trust, achieve their very best, including the acquisition of the knowledge, skills and qualifications that they need for successful transition to the next stage of their journey.

Reviewing SEND provision across a MAT can have a beneficial impact on the wider learner population as it supports the development of strong teaching practice that is not only limited to those with a designation of SEND.

Commissioning a review of SEND across a MAT from a system leader means that both the ‘supporting’ and ‘supported’ trust benefit from working together. The trust receiving the review benefits from working with an experienced practitioner with knowledge and expertise in SEND. Reviewers, including NLEs and SLEs, also benefit from the process; they gain experience of trusts in different contexts and settings and often learn a great deal from working with them. It is a rewarding and enriching experience that supports professional development, develops knowledge and inspires new ideas and ways of working. The opportunity to engage in such work can provide a powerful retention strategy for the trusts involved.

Trust-to-trust reviews of SEND across MATs also offer real opportunities for special and mainstream academies, or indeed primary and secondary academies, to learn from each other.

USING THE MAT SEND REVIEW DOCUMENT

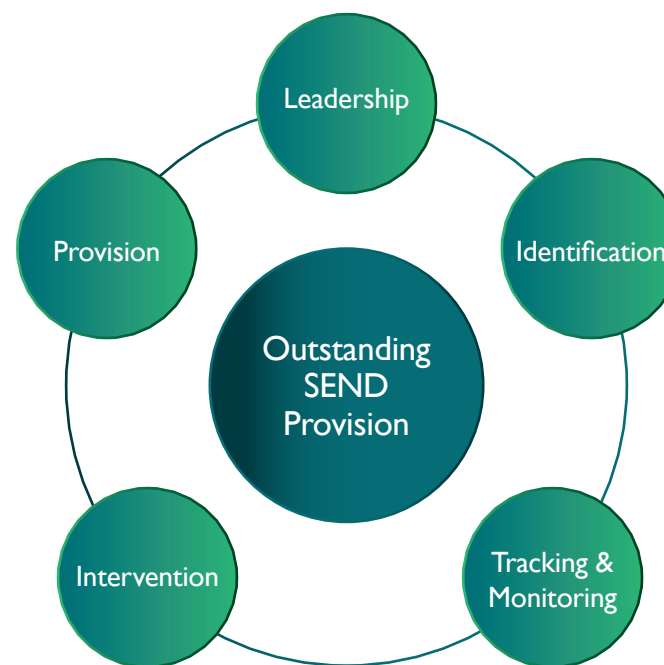
The aim of the MAT Review is to support MATs in developing an understanding of effective ways to meet the requirements of all learners. For this process to have the necessary impact on learner outcomes, the MAT should have the confidence to state what it can do well and what it needs further support with. It is essential that the relationship between the reviewer and the MAT is an open, honest and collaborative one.

When considering each of the statements, it is essential that the MAT being reviewed can identify specific current examples to back up their assertions. Whilst it is not intended to be an overly bureaucratic process, there may be value in identifying a range of current context specific examples to refer to, or to be shared within the MAT. The MAT can also use this material to support its ongoing self-reflection.

A MAT SEND Review is not intended to be delivered as a simplistic checklist of competencies, but instead should be considered as a developmental opportunity that promotes ongoing discussion and reflection over time, supported by external expertise and linked to clearly identified impact on learner outcomes. It may be helpful to consider the recommendations within the Standard for Teachers' Professional Development (2016) and the MAT Good Practice Guidance (DfE 2016) when embarking on the review process.

A MAT SEND review is built around evaluating these five areas at a trust wide level, with the aim of aggregating the data and recommendations within the more granular

SEND Review into a broader trust wide evaluation. These five areas encompass all the aspects of the previously published SEND Review which operates at individual academy level but groups them under a strategic framework to support focused discussion across all academies within a trust.



LEADERSHIP

Leadership of SEND starts at the very top of any organisation and whilst the SEND Code of Practice states quite clearly that 'Every teacher is a teacher of SEND', it is less explicit about the role of leadership. However, without clear direction and accountability for the outcomes of learners with SEND being rooted in the leadership structure of a MAT, there is a risk that these learners' requirements will not be considered thoroughly enough when evaluating the organisation's effectiveness and when setting strategic priorities.

STATEMENTS	CURRENT EXAMPLES OF STRENGTHS AND AREAS FOR IMPROVEMENT
<p>Those responsible for the strategic leadership of SEND have a clear vision for the SEND provision and outcomes in the MAT</p> <p>The person or those responsible for the strategic leadership of SEND is/are member(s) of the executive team</p> <p>Those responsible for the strategic leadership of SEND ensure that the executive team is briefed on current SEND policy and practice</p> <p>The MAT has a SEND Policy that meets the legal requirements and is published on both the MAT website and on academy websites</p> <p>MAT leaders have created a culture and ethos that actively welcomes and engages parents and carers of learners with SEND</p> <p>MAT Leaders proactively analyse exclusion data to ensure that the representation of learners with SEND is proportionate and that exclusion is used as a last resort</p> <p>The MAT corporate plan includes identified SEND strategic objectives and is supported by an effective development plan</p> <p>Those responsible for the strategic leadership of SEND have received appropriate training and are experienced and knowledgeable on SEND policy and practice</p> <p>Those responsible for the strategic leadership of SEND lead discussions regarding the deployment of MAT SEND resources and the effective use of funding at both an academy specific level and a MAT wide level</p> <p>The impact of expenditure and resource deployment is evaluated effectively by the MAT</p> <p>A lead trustee for SEND at MAT level and a lead Governor for SEND at academy level have been identified and there is effective regular contact between them and those responsible for the strategic leadership of SEND /SENCO</p> <p>The lead trustee and SEND governors systematically challenge leaders about the progress and attainment of learners with SEND and the efficient use of resources</p> <p>SEND provision (including roles of staff) is clearly articulated and understood by all members of the MAT</p> <p>Staff CPD needs related to SEND are accurately identified and ongoing training is in place (including for Teaching Assistants and other support staff) at both an academy and MAT wide level</p> <p>The performance management system is consistently used to improve outcomes for learners with SEND across all academies within the organisation and within the MAT leadership itself</p>	

IDENTIFICATION

Ensuring that the systems and processes associated with the effective identification of learners with SEND are consistently applied across each academy is key to ensuring equitable provision across a MAT. It is important to prioritise equality of opportunity within the organisation in order to ensure that learners, whose education is the responsibility of a single MAT have consistently good classroom experiences.

STATEMENTS	CURRENT EXAMPLES OF STRENGTHS AND AREAS FOR IMPROVEMENT
<p>Academies work effectively with those responsible for the strategic leadership of SEND to support accurate and early identification</p> <p>A MAT SEND strategic overview is in place across the trust to inform provision planning, and staff in all academies are familiar with it</p> <p>Patterns of need at trust and academy level are analysed effectively by the MAT and the information used to support the development of the organisation</p> <p>Those responsible for the strategic leadership of SEND liaise with parents, academies and outside agencies to ensure accurate and early identification</p> <p>SEND Code of Practice and DfE census guidance is used when categorising a pupil's area of need and the MAT analyses this information in order to support the development of provision across the organisation</p> <p>The MAT ensures that the effectiveness of high quality classroom teaching is taken into account before assuming a pupil has SEND</p> <p>The MAT ensures that teaching assistants and additional staff are used to support the identification process where necessary</p> <p>Those responsible for the strategic leadership of SEND work with specialists to support the identification process</p> <p>The SEND 'register' in each academy is accurate and reviewed regularly</p> <p>A range of diagnostic assessments are available to support accurate screening for SEND across all academies within the MAT</p>	



TRACKING AND MONITORING PROGRESS

Tracking and monitoring progress and attainment across the multiple settings within a MAT can provide opportunities for a range of different types of analysis which can draw attention to strengths and areas for improvement. By aggregating data and making comparative analysis of it, variance between settings can be explored. This can support the challenging of underperformance, but also the celebration and sharing of high performance.

STATEMENTS	CURRENT EXAMPLES OF STRENGTHS AND AREAS FOR IMPROVEMENT
<p>The MAT executive team have a clear understanding of the progress and attainment of learners with SEND and how these compare with national figures and with other learners across the MAT</p> <p>The MAT monitors the progress and attainment of learners with SEND across the four broad areas of need</p> <p>The MAT monitors the progress and attainment of learners with SEND across all year groups and within subjects, conducting comparative analysis in order to identify patterns and trends</p> <p>The MAT uses progress and attainment data effectively, to inform planning and interventions</p> <p>Reports on the progress of learners with SEND are shared with relevant colleagues in all academies and used to target support effectively</p> <p>Learners with SEND are set challenging progress targets taking into account national expectations, prior progress and attainment</p> <p>Standardised and diagnostic assessments are used to further track and monitor progress of learners with SEND across the MAT and the data analysed effectively to inform provision</p> <p>Attendance, exclusions, behaviour data and other qualitative data e.g. attitudinal surveys are used to measure and personalise interventions across the MAT</p> <p>The MAT evaluates the extent to which its academies are engaging with a range of methodologies to prepare learners with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.</p> <p>The MAT carefully analyses rates, patterns of and reasons for fixed-period and permanent exclusions to ensure that the representation of learners with SEND is not disproportionate</p> <p>There are no informal or unofficial exclusions within the trust</p>	

HIGH QUALITY TEACHING AND INTERVENTION

As with many other areas of SEND provision, the quality on offer within individual settings within a MAT can vary greatly. Within the context of conducting a MAT SEND Review, developing a broad understanding of strengths and areas for further improvement supports the identification of MAT wide strategic priorities. Looking for commonality of need across the trust's settings can provide opportunities for maximising the impact of CPD and working collaboratively to strengthen the trust's offer for learners with SEND.

STATEMENTS	CURRENT EXAMPLES OF STRENGTHS AND AREAS FOR IMPROVEMENT
<p>Those responsible for the strategic leadership of SEND at MAT level work alongside SENCOs to support differentiation and curriculum development</p> <p>All academies promote High Quality Teaching (HQT) as the first step in responding to learners' needs.</p> <p>Those responsible for the strategic leadership of SEND ensure that SENCOs regularly evaluate the quality of teaching for learners with SEND and analyse the information at a MAT wide level</p> <p>The provision mapping process is in place to support the coordination of support and interventions in each academy</p> <p>There is an appropriate balance between in-class, group and individual support in each academy</p> <p>Those responsible for the strategic leadership of SEND ensure that SENCOs use evidence-based interventions and evaluate their impact effectively</p> <p>Those responsible for the strategic leadership of SEND ensure support is informed and delivered by adults who understand learner's needs and know learner's targets</p> <p>Those responsible for the strategic leadership of SEND ensure that SENCOs and other senior leaders monitor the impact of teaching assistants and review this regularly through learning walks and observation</p> <p>Those responsible for the strategic leadership of SEND support SENCOs and other senior leaders to ensure Teaching Assistants monitor the progress of learners with SEND during classroom support / intervention</p> <p>All academies effectively implement the Graduated Approach; The 'Assess, Plan, Do, Review' cycle is embedded for every pupil with SEND across all academies within the MAT</p> <p>A comprehensive CPD programme is in place at MAT and academy level to ensure ongoing improvements in the quality of teaching and learning for pupils with SEND</p>	

DEVELOPING PROVISION

Having the professional confidence to be open about what is working well, but equally what it is that needs to improve, places an organisation in a strong position to build on its successes and address those areas that require development. This is strengthened through the development of open partnerships with those who have both an interest in the provision being of the highest quality and those who are in a position to support its development.

STATEMENTS	CURRENT EXAMPLES OF STRENGTHS AND AREAS FOR IMPROVEMENT
<p>The MAT provides a range of packages of support for learners with SEND as part of a personalised curriculum, making effective use of locations, provision and expertise within the organisation</p> <p>Those responsible for the strategic leadership of SEND ensure that the MAT supports its academies to develop the required on-site expertise to meet its full range of learner needs</p> <p>The MAT has in place systems to provide the necessary support for learners with SEND through transitions within settings, between settings within the MAT and to settings beyond the MAT</p> <p>Those responsible for the strategic leadership of SEND are proactive in ensuring that all settings within the MAT keep parents / carers and learners with SEND well informed</p> <p>The MAT develops opportunities to hear the views of parents / carers. This information is collated centrally and analysed to ascertain key themes and variables</p> <p>Those responsible for the strategic leadership of SEND ensure that academies and parents / carers are supported to work in partnership to achieve co-produced outcomes relating to learners with SEND</p> <p>Those responsible for the strategic leadership of SEND ensure that best practice is shared between academies and there are opportunities to review and learn from each other (such as developing peer SEND review opportunities)</p> <p>The MAT commissions outside agency support effectively and as a result, this is high quality and there is evidence of improved learner outcomes</p> <p>Those responsible for the strategic leadership of SEND make effective use of links with a range of MATs and SEND organisations to ensure that the trust is at the forefront of SEND practice</p>	

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