



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.

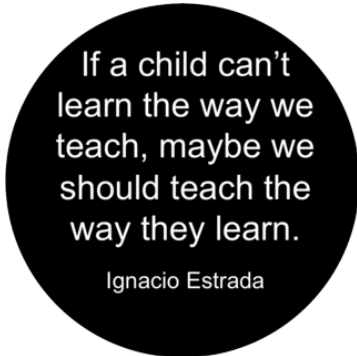
The Trust is committed to providing a broad, balanced and aspirational curriculum in all of its schools, so that all children and young people develop the character and qualifications needed to open doors to their future success.

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 4-19 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:

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

Attention Autism	Supporting Positive Behaviour	Maximising the impact of Teaching Assistants	Reflective Practitioner Training & the DNA-V model
Moving & Handling	The Dyslexia Friendly Classroom	Sign-along	Sensory Processing
Colourful Semantics	Sensory Stories	Team Teach	The Thrive Approach
The Engagement Model	Lego Therapy	Removing Barriers – Sensory Differences	Proprioceptive Classroom Strategies
Trauma Informed Practice	The Five Point Scale	Metacognition- Strategies for the classroom	Embedding EHCPs into T&L

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 to drive continual improvement.

Annual reviews of SEND provision are available from:

- Alun Williams - CEO
- Sophie Addison - Executive Head Teacher & MNSP Strategic SEND Hub Lead
- Melissa Hoare - Consultation, Funding and Placement Lead
- Harriet Jones - Assistant Head Teacher MNSP (SEND Hub)

The 'SEND' Offer

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

<u>SENCo Network & Special and AP Teach Meets</u>		
All meetings will be a blend of virtual and face to face.		
SENCo Network: 4.30pm - 6.00pm		
Special and AP Teach Meets: 3.45pm – 5.45pm		
SENCo Network	TBC	TBC
Special and AP Teach Meet	TBC	TBC
SENCo Network	TBC	TBC
Special and AP Teach Meet	TBC	TBC
SENCo Network	TBC	TBC
Special and AP Teach Meet	TBC	TBC

'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.

<u>Practitioner/s</u>	<u>Time *</u>	<u>Cost</u>
Occupational Therapist		
Ruth Pengilly (Advanced OT Practitioner)	Full day (7 hours)	£425
Amanda Anderson Annette Campbell	Half day (3.5 hours)	£280

Occupational Therapist Apprentice (not available in term 1 and 2) **		
Kirsty Croxson	Full day (7 hours)	£285
	Half day (3.5 hours)	£190

Speech and Language Therapy*		
Kathryn Weston	Full day (7.5 hours)	£495
Beth Pinnell Rysha Flint	Half day (3.75 hours)	£250
Roz Cottle		
Daisy Capon		

Speech and Language Assistant/Apprentice**		
Clare Norris	Full day (7.5 hours)	£330
Jasmine Sanders	Half day (3.75 hours)	£165

***Total time includes non-contact admin time. The ratio of face to face time/admin time will vary depending on requirements. Here are examples (not absolute) of the timescales for different types of contacts: Full assessment - a full day, which would include class-based observation, consultation with a member of staff, one-to-one assessment of the child, full report; Reviews - 2-3 pupils in a day with a summary report; Treatment/intervention - 4 pupils in a day. Schools need to ensure they factor in admin time during therapist visits and should this time be exceeded then additional charges will be applied.**

****Assistants/Apprentices can carry out 1:1 or group interventions on behalf of an OT/ SALT (OT/ SLT does the planning and receives feedback after), can also act as liaison between schools and OT/ SALT can gather and record information.**

<u>Behaviour Analyst</u>	<u>Time*</u>	<u>Cost</u>
Katie Parker	Full day (7 hours)	£575
	Half day (3.5 hours)	£290

* Time includes report/ action plan / school wide advice as required

<u>Dyslexia Screening & Support</u>	<u>Time</u>	<u>Cost</u>
Tanya Pillinger	50 mins	£60

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>Individual Therapy Offer</u>	<u>Face to Face time (h)</u>	<u>Cost</u>
Vivienne Whitaker (Creative Therapist) Fran Kitching (Play Therapist) Fiona Shaw (Yoga Therapist)	1 hour sessions including preparation.	£72

*Depending on report detail requirements schools may need to factor in providing time for the therapists to write these (e.g. having some time off of timetable to complete reports)

Feedback from schools:

"We think our Occupational Therapist is super! We always get really thorough, insightful reports which are easy for a non-specialist to interpret." - Hemington Primary School

"We have had several amazing feedback reports from parents about our Speech and Language Therapist. They are really happy with what she is providing.." - Hayesfield Secondary School

"We've loved having our Speech and Language Therapist. She's been great" - Welton Primary School

"The training (Occupation Therapy CPD) was really informative. The whole staff team thought it was really beneficial." - The ARC at St Dunstan's School

"Helpful advice and reflections to support the school moving forward with establishing values (Behaviour Analyst)" - Preston Secondary School

"Regular access to a thorough therapist for assessments has been fundamental in allowing us to identify and monitor student SLCN needs. Knowing the dates in advance of the visit from the therapist has allowed planning and effective use of the time available and support. The therapist has been helpful at giving advice and very amenable." - Norton Hill Secondary 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

"Our Occupational Therapist is a very skilled practitioner. She is very aware of how mainstream primary schools run and is very conscious of this when recommending strategies." - St Johns Primary School

"The SEND network is quick and easy to arrange. Today I was told an OT referral would take at least a year through BANES. The SEND network OT is assessing my student in a few weeks! Our SALT Assistant has a fantastic relationship with the students. She follows a guided programme but also brings in her own practical resources which really engage the students! We meet to discuss student needs and progress to select appropriate therapy and groupings." Orchard Lodge- St Marks School