

SEND Strategy

Values and Commitment

TVCT is committed to an inclusive provision that meets the needs of all as stated in the Trust Development Plan. We accept and embrace accountability for all our learners, focusing on ensuring positive outcomes and progression for all. Our schools and colleges offer a friendly, caring environment with high expectations, aspirations and supporting the highest levels of achievement, irrespective of starting points.

Background

Before merger both of our sixth form colleges had a reputation for inclusivity and at Prior Pursglove there was long-established and highly effective provision for learners with additional needs. Stockton Sixth Form has benefitted from sharing best practice in this arena and provides effective support to a number of learners with a diverse range of additional needs.

Since the establishment of our multi-academy trust in November 2017 there has been external recognition of our inclusive ethos which has created opportunities from which a number of young people are now benefitting.

1. In 2018 Stockton Borough Council commissioned a 20-place KS3/4 provision for students experiencing acute anxiety and phobias preventing them from attending and learning in a mainstream setting.
2. In 2019 Redcar and Cleveland Council commissioned a similar 15 place provision at our Guisborough site, starting in September 2019. They funded alterations to the building to create a bespoke and discreet part of the College to house the provision.
3. From September 2019 Errington Primary School (EPS) has achieved Enhanced Mainstream School (EMS) status and agreed to lead outreach work in other schools to support teachers, support assistants and to work directly with pupils to enable them to attend and learn in their chosen setting. A 9-place pupil base was established at EPS, at the Local Authority's expense, to provide respite for those children who are really struggling in their existing setting. The hope is that this intervention will, over time, enable them to reintegrate back into their original school.

Our vision is for our early years settings, schools and colleges to have the capacity and confidence to deliver high quality provision for children and young people with special educational needs and who are disabled (SEND) to improve their educational outcomes and their access to social opportunities.

We will work with parents and carers to ensure individual needs are met without unnecessary delay.

We will offer high quality educational provision which ensures good progress and achievement.

We will do all we can to make effective provision for SEND young people so that they can move on to the next stage of their education or employment and independent adult life.

Aims and Objectives

To identify and make high quality provision for our students with additional needs

To meet all aspects of the SEN code of practice Jan 2015

To improve educational and emotional wellbeing outcomes for SEND children and young people and to reduce gaps in attainment between these young people and their non-SEND counterparts

To collaborate with partners including schools and local authorities to work together and share good practice to enable the needs of all young people to be met to the highest possible standard

To recognise that children and young people may need support for a limited period, whilst others may require more sustained help and to design our provision to flexibly accommodate these differing needs.

To recognise that the Trust's SEND offer compliments rather than competes with specialist SEND providers, that we cannot accommodate the needs of all SEND young people and that our SEND provision should be proportionate to our mainstream activities.

To strive to be innovative, creative and solutions-based in working within our communities in meeting the changing needs of learners, working with all stakeholders to improve SEN provision within the community.

To commit to the principles and practice of Quality First Teaching in all Trust settings, with training for all those who work in the classroom.

To provide outstanding transitions into and out of our entities to ensure all students are included and with high quality, suitable destinations.

Through an innovative and determined approach to inclusivity, build strong partnerships beyond the Trust and improve the economic prosperity and social well-being of disadvantaged learners.

To share good practice across the Trust and contribute to local, regional and national discussions around Inclusion.

Possible Future Developments

Given the disproportionate exclusion of children with SEND and their relatively poor attainment in comparison to other children and young people, there is good reason to suppose that there will be further opportunities to develop and expand our work in this area.

Consideration of any such opportunity will need to satisfy the following conditions:

1. It will not distract or detract from our mainstream work, but rather will add value to the Trust's work.
2. It will not adversely affect the good reputation of the Trust or entities within it.
3. The work will take place in a location other than that of existing entities within the Trust to safeguard the mix and balance of provision at any one location.
4. The funding model in place will ensure that the students' needs can be met, and the Trust will be fairly remunerated for the work undertaken.
5. There is capacity in our staffing in terms of headcount and skillset to embark on an expansion of SEND provision.
6. A favourable assessment of the risks associated with available funding and changing policy at a local or national level.