2026

Nebula
where stars are born

# SEND SIDP 2026-2027

EXECUTIVE DEPUTY FOR SEND

NEBULA FEDERATION

| Objective: Develop Trauma-Responsive Schools | | | | |
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| **To embed trauma-responsive and attachment-aware practice across the schools so that staff have a consistent understanding of behaviour and vulnerability, classroom and wider school environments are designed to support regulation and belonging, and pupils experiencing trauma or adversity are able to engage successfully in learning.** | | | | |
| **Action** | **Success criteria / intended impact** | **Lead** | **Timescale** | **Evidence / monitoring** |
| Establish the school's baseline using pupil data, behaviour/incident information, attendance, attainment and staff/pupil voice. Identify two target groups for case studies: one SENCO-led and one Head of School-led. | Clear baseline established. Two target groups identified with agreed measures of success. Staff understand why trauma-responsive practice is a priority for this school. | HoS / Executive Deputy / SENCO | Autumn 1 | Baseline data; SDQs; attendance/attainment data; behaviour data; pupil/staff voice |
| Build staff knowledge and a shared language through the federation's half-termly trauma-responsive training and *A to Z of Trauma Informed Teaching*. Ensure staff unable to attend access recordings/resources. | Staff demonstrate increased understanding of trauma, attachment, regulation and the relationship between adversity and behaviour. Consistent language and approaches are evident across the school. | HoS / Executive Deputy/SENCO | Ongoing | Staff attendance; CPD evaluations; staff voice; learning walks; coaching conversations |
| Identify the school's priority practice area following baseline analysis and leadership training. This could include regulation, behaviour, transitions, relationships, belonging, attendance or unstructured times. | A clearly identified school-specific priority is reflected in practice and linked to pupil need. | HoS /Executive Deputy/SENCO | Autumn 1 | SIDP review; leadership discussions; pupil data |
| Develop staff confidence in de-escalation and regulation, including consideration of the adult nervous system and how staff responses can influence pupil regulation. | Staff use preventative and de-escalation strategies consistently. Reduction in escalated incidents for identified pupils. | HoS / Deputy / SENCO | Spring 1 | Behaviour records; staff voice; case studies; coaching |
| Strengthen understanding of neurodivergence, trauma, belonging and identity and consider how school practice may create or remove barriers to participation. | Staff make appropriate adaptations to support belonging and inclusion. Pupils report feeling safe, known and included. | HoS / SENCO /Virtual school CPD | From Aut 1st | Pupil voice; learning walks; case studies; staff reflection |
| Develop therapeutic/regulation spaces where appropriate, ensuring these are purposeful, | Inclusive spaces are available within and outside class. Pupils can access in an | HoS / SENCO | From Aut 1st | Pupil voice; learning walks; case studies; staff reflection |

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| accessible and integrated into an inclusive approach rather than becoming places of exclusion. | inclusive approach and are not seen as separate to the classroom but part of provision | | | |
| Use coaching and reflective practice with James/The Virtual School to review implementation and challenge leadership thinking. | Leadership decisions demonstrate increasing understanding of trauma-responsive practice and are informed by reflection and evidence. | HoS / Deputy | Half-termly / termly | Coaching records; leadership reflections; SIDP reviews |
| Evaluate impact on the two case-study groups using SDQs and agreed pupil measures. | Evidence demonstrates the impact of changes in practice on attendance, attainment, behaviour, engagement and/or wellbeing for identified pupils. | SENCO / HoS | Termly | SDQs; attendance; attainment; behaviour; pupil voice |
| Evaluate and sustain practice at the end of the year and identify priorities for 2027–28. | Clear evaluation of impact completed. Successful approaches embedded into policy, induction and everyday practice. Next steps identified. | HoS / Deputy | Summer 2 | End-of-year evaluation; staff/pupil voice; case studies; next year's SIDP |

| Objective: Develop Leadership and Management of SEND across the Nebula | | | | |
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| For SENCOs to lead by example, communicating compellingly our collective SEND vision.<br>To develop the role of Class Teachers and TAs in supporting the SENCO team to improve outcomes for vulnerable pupils.<br>For SENCOs to provide CPD to secure high-quality teaching, effective use of resources and improved progress for all pupils with SEND.<br>To ensure all staff recognise their responsibilities for delivering quality first teaching and in monitoring and improving progress for pupils with SEND in their class and/or set.<br>To ensure all SEND paperwork is up to date and submitted to relevant people and services in good time.<br>To ensure staff are following guidance and recommendations of external agencies (e.g. EP consultation).<br>To develop working partnerships with outside agencies – NDS, CAMHS, S&CT, Children's Services, NSFT/NHS, EPSS, CEPP etc. | | | | |
| **Action** | **Success criteria / intended impact** | **Lead** | **Timescale** | **Evidence / monitoring** |
| Establish the SEND Register and check accompanying paperwork (INDES) and Pupil Asset are accurate<br><br>Conduct a full audit of the SEND Register.<br>• Review all pupil files to ensure supporting evidence, assessment information and parental communication are available.<br>• Check all INDES records for accuracy, completeness and compliance.<br>• Cross-reference SEND Register, INDES and Pupil Asset to identify and rectify discrepancies.<br>• Establish a termly review process for SEND records.<br>• Provide guidance and training for relevant staff on maintaining accurate SEND documentation | • 100% of pupils on the SEND Register have supporting evidence and documentation aligned with the SEND Code of Practice.<br>• SEND Register is audited and accurate each term.<br>• INDES records are completed, current and reflect pupil needs, provision and outcomes.<br>• Pupil Asset records match SEND Register information and statutory documentation.<br>• Staff have confidence in accessing and using accurate SEND information. | HoS / Executive Deputy / SENCO | Autumn 1 | Termly SEND Register audit.<br>• Record-keeping checks by SEND leadership team.<br>• Governor SEND monitoring visits.<br>• Reporting through SIDP evaluation cycle. |
| Build staff knowledge and understanding of SEND, ensuring all teachers take responsibility for the progress, attainment and inclusion of pupils with SEND and other vulnerable groups through high-quality, inclusive teaching.<br>•SENCOs deliver a structured programme of SEND-focused CPD throughout the year.<br>• Provide training on the Graduated Approach, | • All staff demonstrate improved confidence and knowledge of SEND through professional development and classroom practice.<br>• Teachers can identify and implement appropriate adaptive teaching strategies for a range of SEND needs. | HoS / Executive Deputy/SENCO | Ongoing | • Staff confidence surveys.<br>• Learning walks and lesson observations.<br>• Book scrutinies and pupil voice.<br>• Termly progress reviews for vulnerable groups. |

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| adaptive teaching, reasonable adjustments and teacher accountability under the SEND Code of Practice.<br>• Develop staff understanding of the links between SEND, neurodiversity, SEMH, trauma and disadvantage.<br>• Use case studies, coaching and peer support to share effective inclusive practice.<br>• Include vulnerable pupil progress as a standing item in pupil progress meetings.<br>• Monitor classroom practice and provide targeted support where needed. | • Class teachers regularly monitor and evaluate the progress of vulnerable pupils and pupils with SEND.<br>• Evidence from learning walks, pupil voice and book scrutiny shows inclusive practice is embedded across the school.<br>• Outcomes and engagement for vulnerable pupils improve from baseline measures. | | | • Governor SEND and Inclusion monitoring. |
| Ensure the Graduated Provision Map is reviewed and updated termly, with all information being accurate, detailed and reflective of current pupil needs, provision and outcomes.<br>• Establish a termly review schedule for updating the Graduated Provision Map.<br>• Audit existing Provision Maps to identify gaps, inaccuracies and inconsistencies.<br>• Provide guidance and training for staff on completing high-quality provision mapping records.<br>• Ensure pupil needs, targets, strategies and intervention details are recorded consistently.<br>• Link Provision Maps to assessment information, pupil outcomes and the SEND Register.<br>• Conduct regular quality assurance checks and provide feedback to staff. | • 100% of pupils receiving SEND support are accurately recorded on the Graduated Provision Map.<br>• Provision Maps are updated termly in line with assessment and review cycles.<br>• Planned provision clearly identifies needs, strategies, interventions, responsible adults and intended outcomes.<br>• Staff can articulate and evidence the support in place for identified pupils.<br>• SEND provision is appropriately matched to need and evaluated for impact. | SENCO/Executive Deputy | Termly from December 2026 | • Termly Provision Map audit.<br>• Learning walks and pupil progress meetings.<br>• Review of intervention impact data.<br>• SEND monitoring by senior leaders and governors.<br>• Sampling of pupil records and provision documentation. |

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| Ensure all Individual Education Plans (IEPs) are consistently high quality, pupil-centred, and effectively support the progress, inclusion and independence of pupils with SEND<br>• Develop and share a clear IEP quality standard and template.<br>• Audit all existing IEPs and provide feedback to staff.<br>• Deliver training on writing effective targets and outcomes.<br>• Ensure pupil and parent voice is captured within the IEP process.<br>• Introduce termly review meetings to evaluate progress and update targets.<br>• Monitor the implementation and impact of IEPs through classroom visits, discussions with staff and pupil progress reviews.<br>• Share examples of effective practice across the schools. | • 100% of IEPs meet the school's agreed quality standards.<br>• Targets are specific, measurable, achievable, relevant and time-bound (SMART).<br>• Pupil strengths, needs, outcomes and provision are clearly identified.<br>• Pupils and parents contribute to and understand IEP targets.<br>• Staff consistently implement and review agreed strategies and provision.<br>• Reviews demonstrate measurable progress towards identified outcomes.. | SENCO/Executive Deputy for SEND | From Aut 1 | • Termly IEP audits.<br>• Pupil progress meetings.<br>• Parent and pupil feedback.<br>• Learning walks and book scrutinies.<br>• SEND governor monitoring visits. |
| Continue to embed Universal Design for Learning (UDL) approaches across the federation to ensure teaching, learning and the curriculum are accessible, inclusive and responsive to the needs of all learners.<br>• Deliver ongoing UDL professional development and refresher training for all staff.<br>• Continue to develop federation-wide expectations for UDL-informed planning and classroom practice.<br>• Share examples of effective practice through collaborative staff meetings, learning walks and peer observations.<br>• Ensure curriculum resources are designed with accessibility and flexibility in mind.<br>• Support teachers to implement multiple ways for pupils to access learning and demonstrate understanding.<br>• Include UDL as a focus within school improvement monitoring and coaching discussions. | • Staff consistently apply UDL principles when planning and delivering lessons.<br>• Learning environments provide multiple means of engagement, representation and expression for pupils.<br>• Adaptive teaching strategies are evident across all schools.<br>• Pupils with SEND and other vulnerable groups report increased engagement, independence and participation in lessons.<br>• Monitoring demonstrates improved consistency in inclusive practice across the federation.<br>• Outcomes for pupils with SEND and other vulnerable learners improve over time. | HoS / SENCO | From Aut 1 | • Learning walks and lesson observations.<br>• Planning and classroom environment reviews.<br>• Staff confidence and implementation surveys.<br>• Pupil voice activities.<br>• SEND and vulnerable pupil progress data.<br>• Governor monitoring and SIDP reviews. |

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| Continue to identify vulnerable pupils promptly and accurately, ensuring that appropriate additional provision is implemented, monitored and evaluated to address identified barriers to learning, attendance, wellbeing and achievement<br>• Review and update the Vulnerable Pupil Register termly.<br>• Develop a consistent process for recording identified vulnerabilities and associated provision.<br>• Ensure pupil progress meetings include discussion of vulnerable learners and the impact of support provided.<br>• Track and evaluate interventions, adaptations and pastoral support to measure effectiveness.<br>• Strengthen communication between class teachers, pastoral staff, SEND staff and families.<br>• Use pupil voice to understand barriers and evaluate support.<br>• Share effective strategies and case studies across the school and federation. | • A clear and regularly reviewed register of vulnerable pupils is maintained.<br>• Vulnerabilities are identified early through assessment, monitoring and pastoral systems.<br>• All vulnerable pupils have identified support and interventions matched to need.<br>• The impact of additional provision is recorded and evaluated termly.<br>• Staff can articulate the barriers faced by vulnerable pupils and the support in place.<br>• Improved outcomes are evident in attendance, engagement, wellbeing and/or academic progress for identified pupils. | HoS /SENCO/ Executive Deputy | Half-termly / termly | • Termly reviews of the Vulnerable Pupil Register.<br>• Pupil progress meetings.<br>• Attendance and behaviour analysis.<br>• Pupil and parent voice.<br>• Provision and intervention impact reviews.<br>• Governor monitoring visits. |
| Evaluate at the end of the year and identify priorities for 2027–28. | Clear evaluation of impact completed. Successful approaches embedded into policy, induction and everyday practice. Next steps identified. | HoS / Deputy | Summer 2 | End-of-year evaluation; staff/pupil voice; case studies; next year's SIDP |