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# Nebula SIDP for SEND

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2020-2021

SEND Improvement Plan  
2020-2021

## Nebula Schools



*Our schools have been working as a partnership since 2015. We have demonstrated the fantastic opportunities this gives for improving the quality of education for our children and, in December 2017, we decided to formalise the arrangement and become a federation with one governing body. Throughout the process of creating the partnership, and then the federation, each school has had an equal opportunity to discuss each and every decision, meaning that collectively we have created something to be proud of.*

*The word nebula originates from the creation of stars, and that is exactly what all of our schools represent - places where individual talents and abilities are recognized and where stars are born.*

*Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.*

*The identity and federation gives us the opportunity to take advantage of significant benefits that will help to improve the education of our children*



In the Nebula Federation we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision. At the Nebula Federation, we value: Learning for all.

## SEND Development Priorities 2020-2021

*To realise our vision, the current strategic priorities for improvement are:*

<b>Priority 1: Leadership and Management</b>
1a For SENCOs to lead by example, communicating compellingly our collective SEND vision.
1b To develop the role of Class Teachers and TAs in supporting the SENCO team to improve outcomes for vulnerable pupils
1c For SENCOs to provide CPD to secure high quality teaching, effective use of resources and improved progress for all pupils with SEND
1d 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
1e To ensure all SEND paperwork is up to date and submitted to relevant people and services in good time
1f To ensure staff are following guidance and recommendations of external agencies (e.g. EPSS consultation)
1g To develop working partnerships with outside agencies – NDS, CAMHS, Early Help, NSFT/NHS, EPSS etc
<b>Priority 2: Outcomes for Pupils and Quality of Teaching</b>
2a To ensure quality first teaching is 100% satisfactory or better, 90% good or better, 40% outstanding
2b To improve individualised record keeping and tracking of progress for pupils with SEND
2c To improve the proportion of pupils accessing a chronologically age appropriate curriculum by the end of a year
2d To improve quality and quantity of interventions available in our schools
2e To ensure pupils and parents are aware of SEND specific targets and are able to reflect on successes and future challenges
2f To use diagnostic tests and programs to individualise education plans
<b>Priority 3: Personal development, behaviour and welfare</b>
3a To raise aspirations and expectations for pupils with SEND
3b To ensure pupils have access to high quality first teaching through a fully appropriate curriculum which develops their cultural capital
3c To further develop pupil independence and resilience in learning
3d To enhance staff skills relating to trauma and resilience and to ensure schools are a safe place to be
3e To reduce the number of internal and fixed term exclusions to 0.
3f To ensure Nurture Groups and Sensory Circuits take place regularly in all schools
3g To develop a system for planning for SEMH interventions and measuring the progress of our most vulnerable pupils

## Priority 1: Leadership and Management

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### Success Criteria:

- **All children with SEND are appropriately challenged and supported to make at least expected progress**
- **Interventions carefully matched to need with impact measured carefully**
- **Peer Training and CPD to develop skills and enhance knowledge**
- **Gaps are narrowed for disadvantaged and vulnerable pupils**
- **Improving parent and pupil voice to impact on provision**
- **Develop in-house diagnostic tests and programs**
- **Develop bespoke support service programs based on need**
- **Develop voice of TAs in reporting on pupil progress and pupil needs**
- **Work with outside agencies has a measurable positive impact on our children with SEND**
- **Ensure SEN pupils and parents are aware of support they are entitled to as well as possible extra support**
- **To better communicate SEN resources and training to parents and pupils**
- **Advice from outside agencies is followed up in classrooms**

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
1a	SENCOs ensure their own advice and recommendations from external agencies (e.g. EPSS) are in place and followed by class and set teachers	SENCOs & Exec Dep for SEND	All year	Checking interventions are planned and delivered at least termly	Intervention plans clearly link to recommendations from EPSS, SALT etc as well as advice from SENCOs. Impact of interventions is measured and interventions are adapted or changed appropriately.
1a 1b	SENCOs support teachers and TAs to develop and deliver interventions which improve outcomes for pupils in the classroom	SENCOs & Exec Dep for SEND	All year	Checking interventions are planned, delivered AND RECORDED at least termly	Impact of interventions is measured and interventions are adapted or changed appropriately.
1c	SENCOs to deliver CPD half termly to staff in their own schools	SENCOs	Half Termly	Deliver part or	Staff feel more confident about

				whole of a staff meeting half termly – share themes at SENCO meeting at least half termly	delivering aspects of SEN interventions or using resources which have been introduced by SENCO
1d 1e 1f	Individual staff update all records for SEN pupils at least half termly. Recommendations from outside agencies are included in group or individual intervention plans. Lesson and group observations note that pupils with SEND are well supported. Exec Dep reports to Governors highlight the good progress made by pupils with SEND as a result of thoughtful planning and intervention.	Teaching Staff, SENCOs & Exec Dep for SEND	Half Termly	SENCOs to monitor intervention planning; HoS and Exec team to monitor teaching; Senco Meetings to bring findings together	Pupils receive interventions which match needs and ensure at least expected progress. Interventions are adapted and developed to better meet needs and reflect professional advice.
1g	Core Consultation with EPSS team on: Intervention Planning and Recording; Successful interventions for SEMH pupils are planned and measured for progress; Supporting pupils with ADHD; Supporting pupils with complex needs; Recording progress for those working well below the NC	Executive Deputy for SEND; Liz Jones (Children's Services, Carrow House)	From November 2020 onwards	Exec Dep to meet with Liz Jones and Helen Keer to construct a supportive plan to meet Nebula pupil needs	Pupils with SEMH are planned for and assessed for progress using appropriate criteria and new judgements. Pupils with ADHD are better supported and considered for in the learning environment.

Notes:

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	<b>Outcomes</b>	<b>Who</b>	<b>Timescale</b>	<b>Actions</b>	<b>Evaluation/ Evidence</b>
2a	All monitoring and lesson observations are recorded on Perspective Lite and are 100% Satisfactory or better, 90% Good or better with 40% being Outstanding according to Nebula Grading	Exec Team, HoS, SENCOs	Over the academic year – reviewed at Performance Management	3 Observations a year in total recorded or uploaded on to Perspective Lite to be referred to at Perf Man meeting	Any support needed or requested to be followed up in good time to ensure improvements are made.
2b	Tracking and monitoring are developed and redesigned to meet need, particularly for those pupils working well below the NC and for pupils who have SEMH and behaviour targets	Exec Dep, SENCOs and class teachers	From December onwards	A separate tracker for SEND progress is designed by and agreed by SENCOs across the Nebula in discussion with EPSS core consultation meetings	Tracking more easily records, measures and demonstrates progress for our most vulnerable pupils.
2c	Almost all pupils are accessing age related tests by Summer Term and scores are increasing	Class Teachers SENCOs	Over the year	SENCOs monitor pupils not working within age related expectations	Pupils' scores increase over the year and begin to appear on age expected bandings
2d	Interventions for SEMH are developed alongside EPSS Core and Pastoral Team Consultation lead – Liz Jones Curriculum linked interventions are monitored closely	Exec Dep for SEND; SENCOs; EPSS Core Consultation lead Pastoral Manager	From December 2020	SENCOs and Exec Dep monitor impact	Pupils make measurable progress against SEMH targets Interventions have more measurable impact in all subjects
2e	Pupils and parents are aware of targets and progress towards meeting them.	Class teachers, SENCOs	From Sept 2020	SENCOs ensure Class teachers are sharing targets with pupils and parents through monitoring and questionnaires	Pupils and parents feel confident about what their targets are and their progress towards achieving them.
2f	Diagnostic tests and assessments used more consistently across the Federation	Exec Dep and SENCOs	From January 2020	SENCOs to monitor	Tests and assessments are used to back up the

					interventions being put in place and to use as evidence for requesting external support and EHCPs
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**Success Criteria:**

- **Whole School Attendance rises to over 96% and punctuality improves**
- **Attendance of vulnerable pupils will improve**
- **Engagement of vulnerable pupils improves**
- **Family engagement and support is improved**
- **FEX and Internal Exclusions are 0**
- **Fewer referrals needed to external agencies**
- **Behaviour is managed more appropriately by all adults in school**
- **Pupils know they have adults in school who can help them with their concerns and behaviour**

	<b>Outcomes</b>	<b>Who</b>	<b>Timescale</b>	<b>Actions</b>	<b>Evaluation/ Evidence</b>
3a	Pupils are successful at something every day. Teachers, TAs and pupils know what success looks like for each child. Successes are shared with peers and families where appropriate	Class Teachers TAs	Ongoing	Seesaw to be used for pupils who find recording difficult. (All pupils at Harnser schools use Seesaw) Teams can also share successes through Remote Learning	Sencos take snapshots of success from Seesaw and books and monitor what success looks like for a child in their school over a year. Parents know their child is on the SEN register. Parents know their child has interventions and both parents and pupils are involved in target setting and evaluations.

3b 3c	Teachers plan carefully to address, overcome and remove barriers to learning for pupils with SEND. Strategies are used to build up independence and resilience for pupils who have difficulties and successes are overtly celebrated.	Class Teachers SENCOs HoS Exec Dep for SEND	Ongoing	Sencos to lead a staff meeting on Quality First Teaching in January 2020. Appropriate adjustments are made to ensure all pupils can access a full curriculum. SENCOs to track a pupil over the year.	Pupils with SEN have resources, staff and tools they need to overcome and possibly remove barriers to learning. Teacher planning and assessment clearly addresses varying needs in a class.
3d	<p>Class Teachers, SEMH, Mental Health support and the Pastoral Team are used thoughtfully as a resource to build resilience in all pupils.</p> <p>3e To reduce the number of internal and fixed term exclusions to 0.</p> <p>3f To ensure Nurture Groups and Sensory Circuits take place regularly in all schools</p> <p>3g To develop a system for planning for SEMH interventions and measuring the progress of our most vulnerable pupils</p> <p>3h To develop skills and approaches to supporting pupils with ADHD and related attention disorders.</p>	Class Teachers SENCOs HoS Exec Dep for SEND PSHE & C subject leaders	Ongoing	Class Teachers use the Pastoral Team and Exec Dep's knowledge and resources to help overcome mental health barriers. PATHs techniques used appropriately. PSHE resources used appropriately. Staff know the appropriate time to refer to our own Pastoral team and beyond.	<p>Pupils and teachers know when and where to access high quality resources to support SEMH needs.</p> <p>Parent and family support via UEA Talking Mental Health Project</p> <p>Mindfulness sessions in classrooms</p> <p>CAMHs and Early Help support</p>
3e	Fixed term exclusions are reduced/ Pupils on reduced timetables build up to full time after one term. There are no Permanent Exclusions	Class Teachers Sencos Exec Team Pastoral Team Support Staff Families	Ongoing	All staff collaborate with each other and external agencies to ensure pupils are accessing a full curriculum (see points above)	No PEX Reduced numbers of FEX Reduced Timetables no longer needed

3f	Nurture Groups take place regularly in all schools Sensory Circuits take place regularly in all schools	SENCO Pastoral Team HoS Exec Dep SEND	Termly review	Senco to monitor pupils involved, nature of interventions and impact	SDQs and appropriate assessment systems
3g	SDQs are further developed to support SEMH needs and measure progress	SENCO Pastoral Team HoS Exec Dep SEND EPSS team – Core Consultations	Ongoing and Termly consultations	Exec Dep for SEN and SENCOs monitor use of new or existing assessment systems  EPSS Core Consultation meetings termly to identify strengths and weaknesses of systems used	SENCOs are confident they have a successful measure to quantify SEMH interventions.

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