
Nebula SIDP for SEND

2023-2024

SEND Improvement Plan
2023-2024

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 2021-2022

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

Priority 1: Leadership and Management
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, Family Focus Team, Children’s Services, NSFT/NHS, EPSS etc
Priority 2: Quality of Education
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 quality and quantity of interventions available in our schools
2d To ensure pupils and parents are aware of SEND specific targets and can reflect on successes and future challenges
2e To use diagnostic tests and programs to individualise education plans
Priority 3: Personal development, behaviour and welfare
3a For all children to <i>FLOURISH</i>
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
3h To complete the training for and to deliver Solution Focused Coaching

Priority 1: Leadership and Management					
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					

- Success Criteria:**
- **All children with SEND are appropriately identified, 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 signposting to possible extra provision**
 - **To better communicate SEN resources and training to parents, pupils and staff**
 - **Advice from outside agencies is followed up and monitored 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 at staff meetings – all staff together	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 at a staff meeting	Impact of interventions is measured, and interventions are adapted or changed appropriately. Norfolk PEASS documentation and other relevant documents are used to set SMART targets.

1b	SENCOs fill out an Audit of Need for their school/s	SENCOs	By February half term, then termly update of changes and/or additions	SENCOs carry out an Audit of Need for their schools and plan and deliver/book training accordingly	Pupils have support which is individually planned and delivered to meet areas of need. IEPs reflect these targets and areas of need more fully.
1c	SENCOs to deliver CPD half termly to staff in their own schools	SENCOs	Half Termly	Deliver part or whole of a staff meeting half termly – share themes at SENCO meeting at least half termly	Staff feel more confident about delivering aspects of SEN interventions or using resources which have been introduced by SENCO
1c	SENCOs to monitor use of diagnostic tools and suggested interventions. SENCOs monitor that staff deliver the relevant programme of interventions and monitor pupil progress.	SENCOs Exec Dep for SEND	Autumn term then at least termly updates.	Familiarise with diagnostic resources and deliver training to relevant staff to screen pupils for speech, language and learning difficulties. Programs of intervention to be planned and delivered at least termly. Progress to be measured and feedback given to Executive Deputy for SEND, Exec Team and Governors in the form of a formal end of year report.	Pupils are given targeted and relevant interventions where progress and scoring are standardised. Pupils with speech and language delays catch up quickly and referrals to external professionals are minimised. Appropriate support is given in a timely manner and pupils make accelerated progress from their relevant starting points.

1c	SENCOs to use and train staff to use Rapid Lucid as an indicator of a likelihood of Dyslexia	SENCOs Exec Dep for SEND	Autumn term then at least termly updates	Staff to screen pupils for reading, spelling and processing difficulties. Programs of intervention to be planned and delivered at least termly. Progress to be measured and feedback given to Executive Deputy for SEND, Exec Team and Governors.	Pupils are given targeted and relevant interventions where progress and scoring are standardised. Pupils presenting with a likelihood for dyslexia and related difficulties catch up quickly and referrals to external professionals are minimised. Appropriate support is given in a timely manner and pupils make accelerated progress from their relevant starting points.
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; SENCOs; Helen Keer; Jo O'Donohue (Children's Services, Carrow House), Jenny Wenn (EPSS SEMH worker) and S&CT representative	Termly	Exec Dep and SENCOs to meet with Helen Keer and Jo O'Donohue termly to construct a supportive plan to meet Nebula pupil needs	Pupils with emerging needs are supported to the best of everyone's ability. 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. Pupils with emerging needs toward alternative provision are discussed and professional dialogue around next steps for the child support parents in their decision making.

1g	Termly SALT team consultations: SENCOs use the time to seek advice and triage referrals. Teaching staff are aware of the information needed to attempt a referral and have improved guidance on support for children with speech and language difficulties	SALT team consultations	Autumn 23 onwards	SENCOs sign up as professionals on Just One Norfolk to access SALT resources for staff. All other staff can sign up if they wish to.	Pupils with speech and language, or general communication difficulties have specific and targeted support to meet their needs in school before making successful referrals to SALT team.
1g	Schools and Communities Team Joint working: SENCOs will seek support and advice from the S&CT during their school based visits. Referrals will be made to the S&CT for a range of	S&CT school based days	Autumn 23 onwards	SENCOs meet regularly with S&CT. Twice half termly meetings for Exec Dep, Pastoral Manager and S&CT to develop interventions and new ways of working together to support families and children. Exec Dep and SENCOs to write formal reports for SLT and Governing Body on the impact of working with S&CT.	Pupils and families who need S&CT support are successfully referred and the impact of any intervention is timely and positive. Impact on Pastoral team in easing their workload where a shorter more focussed intervention could be used.
Notes:					

Priority 2: Quality of Education

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 (INDES)

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 can reflect on successes and future challenges

2f To use diagnostic tests and programs to individualise education plans

Success Criteria:

- All children with SEND are appropriately identified, 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
- 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 signposting to possible extra provision
- To better communicate SEN resources and training to parents, pupils and staff
- Advice from outside agencies is followed up and monitored in classrooms

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
2a	All monitoring and lesson observations 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 using information from INDES forms, 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	INDES summaries used to inform teaching, training and intervention priorities	Interventions match need
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 offer and Pastoral Team Consultation lead – Helen Keer Curriculum linked interventions are monitored closely	Exec Dep for SEND; SENCOs; EPSS Core Consultation lead Pastoral Manager	Termly	SENCOs and Exec Dep monitor impact	Pupils make measurable progress against SEMH targets Interventions have more measurable impact in all subjects SFC Case Studies
2e	Pupils and parents are aware of targets and progress towards meeting them.	Class teachers, SENCOs	From Sept 2023	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. Parent Questionnaire – December 2023 Pupil Questionnaire March 2024
2f	Diagnostic tests and assessments used more consistently across the Federation	Exec Dep and SENCOs	From Sept 2023	SENCOs to monitor using Wellcomm and Rapid Lucid as a diagnostic tool	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 JP has a booking system on SENCO Teams
Notes:					

Priority 3: Personal development, behaviour, attitudes and welfare

- 3a To ensure all children FLOURISH -To raise the aspirations and expectations children have of their own learning
- 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

- 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, worries and behaviour**

	Outcomes	Who	Timescale	Actions	Evaluation/ Evidence
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	Success books and similar used for children who find recognising their own achievements difficult	SENCOs take snapshots of success from 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	All staff have IEP target for Performance Management. At least Termly staff meetings are held where all staff meet together to write their targets.	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	Class Teachers, SEMH, Schools and Communities Team support and the Pastoral Team are used thoughtfully as a resource to build resilience in all pupils.	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.	Pupils and teachers know when and where to access high quality resources to support SEMH needs. Parent and family support via WOW project Mindfulness sessions in classrooms Inclusion Team referrals CAMHS Early Help Schools and Communities Team Trainee EP placements Trainee OTs Solution Focused Coaching Apprentice TAs
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 at least twice daily 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

3f	To develop our own bespoke Sensory room	Exec Dep SENCOs	Ongoing	Exec Dep to monitor use and timetable across the schools	Pupils know how and when they can access their safe spaces.
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.
Notes:					