



ILLUMINATE MINDS TRUST

“PROVISION NOT PEOPLE”

THE ILLUMINATE MINDS TRUST APPROACH TO SUPPORTING PUPILS WITH
ADDITIONAL NEEDS



‘EXCELLENCE EVERY DAY’

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Introduction

This document outlines the Illuminate Minds Trust approach to supporting pupils with SEND. We recognise that SEND is a fluid term and needs change over time which means that labelling is not always helpful and, in fact, it is the presentation of barriers to learning and unmet needs which should inform our practices. Our ultimate aim is always to create the most suitable and adapted learning environment through the use of targeted interventions and robust assessment.

We do not support the interpretation of intervention being based on a physical 1:1 person and we do not accept that it is appropriate to allocate support to pupils with additional needs using the least qualified and experienced staff. The greatest need requires the greatest and highest quality specialist interventions if we are to truly enable all of our pupils to thrive and achieve their best. Therefore, the Trust's approach is to create a skilled, specialist team of SEND staff who are able to offer targeted intervention programmes which support pupils in overcoming barriers and accelerate their educational progress. Anything other than this would be in opposition to our commitment to "Excellence Every Day" and not in line with our culture and vision.

Our business is to educate all children and inclusion is not simply a word but "the way we do things around here."



Our Specialist SEND Team

Our Trust is fully committed to a whole school approach to SEND. This means that all of our staff access an annual universal training programme to ensure all staff are upskilled to recognise different needs and respond with knowledge and understanding. We have set high standards of consistent practice in the resources we use and the physical classroom environments to provide learning spaces which support all pupils' individual challenges and learning styles.

Our SEND Team have undertaken specific training to ensure they are able to deliver interventions for pupils with a range of different needs under the headings:

- ✓ Communication and Interaction
- ✓ SEMH
- ✓ Physical and Sensory Needs
- ✓ Cognition and Learning

Our SEND Team access both a programme of training which gives the whole team the knowledge and expertise to meet the needs of specific groups of pupils whilst also having their own specialist areas which equip them to provide identified interventions. The interventions they are able to offer are:

Supporting pupils with Autism (National Autistic Society) including recognising autism in girls.

ELSA - Interventions to support pupils with mental health, anxiety and SEMH

Speech and Language Tailored Programmes (ELKAN qualified staff working under the direction of our Speech and Language Therapist)

Sensory Circuits

Total Communication (BSL accreditation at Levels 1,2 and 3; PECS)

Precision Teaching

Colourful Semantics

Pre-Teaching

Nurture Group Practices

Draw and Talk

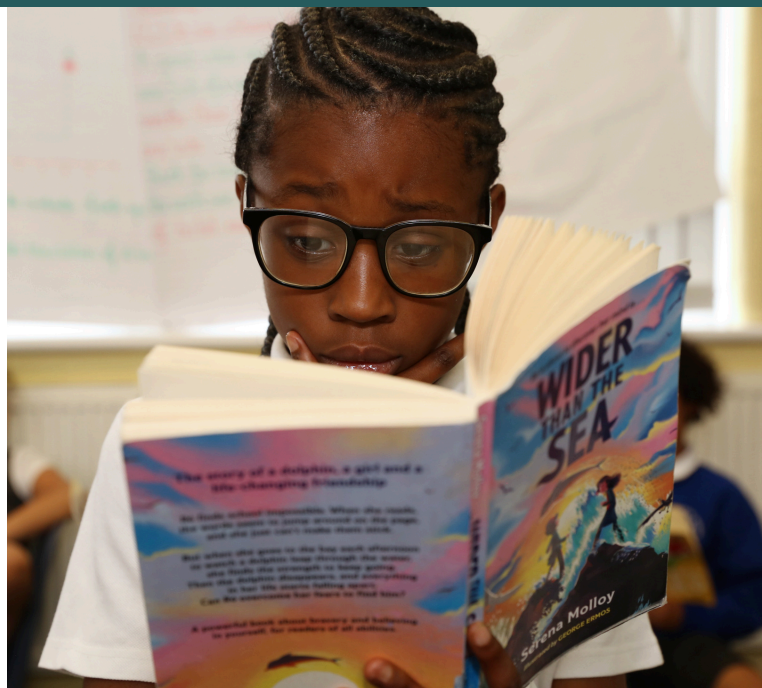
Team Teach – supporting pupils with SEMH needs, specifically dynamic risk assessments and de-escalation techniques

Restorative Practices (Accredited Restorative Lead in each school)

Key Elements of Good Practice: a systemised approach

Good practice can be summarised as follows:

- ✓ In class teacher-led adaptive teaching
- ✓ Early identification (adaptations and QFT are not sufficient by themselves)
- ✓ Needs-led intervention identified
- ✓ Baseline assessment
- ✓ Time-limited intervention programme delivered by trained / qualified staff
- ✓ End of intervention re-assessment
- ✓ Contextual assessments to measure academic impact
- ✓ Reporting on impact



How are pupils identified for interventions?

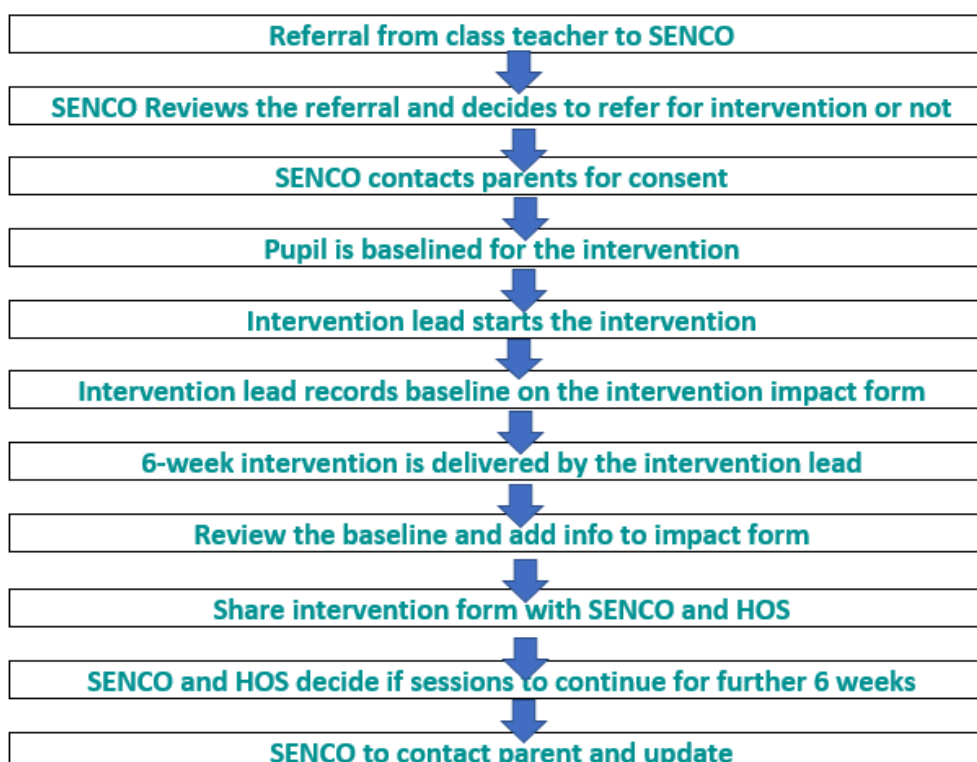
Pupils who access interventions are identified through a joined up approach which starts with the relationship and knowledge of the class teacher. Our schools use the [Bexley SEND Toolkit](#) to identify pupils who would benefit from intervention beyond [Quality First Teaching](#). Pupils are referred to the SENCo using the Trust [SEND Referral Form](#) and decisions to begin any intervention programme are based on evidence provided to support the referral. **Direct referral to the SEND Team will NOT be accepted** as we need to be clear on what the challenges are and what provision will best support the pupil in overcoming them. The purpose of any intervention is to reduce obstacles, accelerate progress and increase engagement in learning.

We are committed to a responsive, evidence-based approach, early identification of need and swift interventions which are robustly measured in terms of impact against accurate baselines.

The Referral, Assessment and Intervention Process

REFERRAL FLOWCHART FOR INTERVENTIONS

INTERVENTIONS



Measuring Impact

All interventions require a **BASELINE ASSESSMENT** and a **FINAL POINT ASSESSMENT** to measure **IMPACT**.

All interventions are followed up with an **INTERVENTION IMPACT REPORT** which includes contextual data to ensure that all interventions are effective in terms of their ultimate aim of improving progress and attainment in Reading, Writing and Maths.



INTERVENTION IMPACT FORM

Pupil Name and Year Group.....

Intervention Title / Staff Member

Referral date	
SENCO approval date	
Intervention start date	
Intervention end date	
Length of programme/ Number of sessions	

Impact comparisons	Pre-intervention (Date and score)	Post intervention (Date and score)
READING		
WRITING		
MATHS		

Impact comparisons	FIRST Review POINT (Date and score)	END OF PROG. (Date and score)	END OF YEAR (Date and score)
PASS			
ATTENDANCE			
CPOMS			
Intervention BASELINE			

Summary Comments:



Pupils with EHCPs

Pupils with EHCPs will access interventions as outlined in Section F of their plan. The Annual Review will be used to report on interventions accessed, progress made and the wider impact of these interventions. Referrals for intervention will only be required where the pupil is displaying additional needs beyond those identified in their EHCP.

All staff must ensure they familiarise themselves with any pupil's EHCP and Annual Review amendments in order to meet their needs in the classroom.



SEND Referrals and the SEND Register

Pupils who are referred to the SENCo and accepted for assessment and intervention will be added to the SEND Register with clear indication of the area of need for which they are receiving support. The SEND Register is a “live” document and will capture those children who have specific needs at a moment in time. The SENCo will review this document regularly and share with all staff. It is the responsibility of the classroom teacher to make themselves aware of who in their class is on the SEND Register and what their area of need is in order that they can make adaptations and plan for all children's learning in their class. Our expectations for all our pupils should be equally ambitious and staff must be aspirational for all the children in their class.



What does “Excellence Every Day” look like in our classrooms?



The highest quality provision is delivered by a team of staff in the school working together. It is not solely the responsibility of the SENCo or held by the SEN Team but a partnership where everyone has a responsibility.

- 1 Quality First Teaching (Class Teacher)
- 2 The classroom environment (Class Teacher)
- 3 Adaptations for the individual child that enable them to access the same learning as their peers – this does not mean asking a child to complete a task which has no learning outcome or is outside of the learning taking place in class (Class Teacher)
- 4 In-class interventions (SEND Team / Class Teacher / Class TA)
- 5 Start of the day interventions (eg. sensory circuits) (SEND Team)
- 6 Dynamic risk assessment interventions (timed access to corridor sensory circuits immediately outside of the pupil’s classroom) (Class Teacher / Class TA)
- 7 Small group withdrawal for a planned intervention (matched to the subject being taught in class eg. Reading Groups take place during class reading sessions) (Middle Leaders / SENCo / SEND Team).
- 8 Withdrawal for a 1:1 SALT or ELSA programme (SENCo / SEND Team)

