
Nebula SIDP for SEND

2024-2025

SEND Improvement Plan
2024-2025

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.

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

Priority 1: SEND and Embedding Inclusion by Design
1a For teachers have access to copies of, and know about of all the information available about each child – professional reports, support plans, EHCPs, previous IEPs etc.
1b IEPs: IEPs are in fully in place and appropriate with SMART and regularly reviewed targets (at least termly). Parents and pupils know and agreed the targets in place and can contribute easily to reviews. The Executive Deputy for SEN and the SENCo have access to IEPs and regularly review to offer advice and support and to ensure appropriate evidence in place to support funding requests. All adults working with the children have access to the IEPs and targets and are able to annotate progress towards targets and when targets are achieved.
1c To ensure appropriate records are kept by all adults working with the child to ensure evidence re. a child’s progress towards their target can be easily accessed and reviewed.
1d To implement and embed the whole school inclusive strategies/practices identified by the Working Party and support the evaluation of the approaches chosen.
Priority 2: Leadership and Management
2a For SENCOs to lead by example, communicating compellingly our collective SEND vision.
2b To develop the role of Class Teachers and TAs in supporting the SENCO team to improve outcomes for vulnerable pupils
2c For SENCOs to provide CPD to secure high quality teaching, effective use of resources and improved progress for all pupils with SEND
2d 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
2e To ensure all SEND paperwork is up to date and submitted to relevant people and services in good time
2f To ensure staff are following guidance and recommendations of external agencies (e.g. EPSS consultation)
2g To develop working partnerships with outside agencies – NDS, CAMHS, Family Focus Team, Children’s Services, NSFT/NHS, EPSS etc
Priority 3: Quality of Education and Intervention
3a To ensure quality first teaching is 100% satisfactory or better
3b To improve recording of parent and pupil voice in target setting and reviewing
3c To improve quality and quantity of interventions available in our schools
3d To use diagnostic tests and programs to individualise education plans
3e To ensure Sensory Circuits take place regularly in all schools and that Sensory Rooms and resources are used as part of everyday support

Priority 1: SEND and Embedding Inclusion by Design

A focus on **Embedding Inclusion by Design**.

The Working Group/s will lead on the broader implementation of Universal Design for Learning. Over the course of the 2024-25 academic year the groups will begin to identify whole school inclusive practices to implement during the academic year 2024 – 2025 and begin to plan for broader implementation in 2025-26 as well as evaluate the pilot strategies that have been put in place.

- a) Teachers have access to copies of, and know about of all the information available about each child – professional reports, support plans, EHCPs, previous IEPs etc.
- b) IEPs: IEPs are in fully in place and appropriate with SMART and regularly reviewed targets (at least termly). Parents and pupils know and agreed the targets in place and can contribute easily to reviews. The Executive Deputy for SEN and the SENCo have access to IEPs and regularly review to offer advice and support and to ensure appropriate evidence in place to support funding requests. All adults working with the children have access to the IEPs and targets and are able to annotate progress towards targets and when targets are achieved.
- c) Appropriate records are kept by all adults working with the child to ensure evidence re. a child's progress towards their target can be easily accessed and reviewed.
- d) Implement and embed the whole school inclusive strategies/practices identified by the Working Party and support the evaluation of the approaches chosen.

Success Criteria:

- ❖ The working parties are in place and have effectively identified inclusive practices which are in place throughout the whole school – have become 'non-negotiables'.
- ❖ Staff have contributed to identifying the inclusive whole school practices and have ensure these are evident in their practice in their classrooms.
- ❖ Staff have contributed to the Working parties plans to begin to plan for broader implementation in 2025-26 as well as evaluate the pilot strategies that have already been put in place.
- ❖ SEND Report includes a list of the inclusive whole school strategies that are in use across the school to support vulnerable children to achieve as well as their peers.

	Outcomes	Who	February Update	Actions	May Update	Actions	Evidence/Evaluation
a	All staff have access to all relevant reports and paperwork linked to SEND and Vulnerable pupils in the classroom	SENCOs and SLT	TA and Class Teacher survey				<ul style="list-style-type: none"> • Survey results • SENCO Monitoring • HoS Monitoring
b	IEPs are updated in a timely manner – the targets are smart and are reviewed at least termly.	SENCOs and all staff	IEP checks by SENCOs and EXEC Dep				<ul style="list-style-type: none"> • Checking IEPs – targets and reviewing up to date • SEN and IEP staff meeting time
b	Pupil voice is recorded on the IEP. Pupils know what their targets are.	SENCOs and Class Teachers. Exec Dep for SEND	IEP checks of online folders				<ul style="list-style-type: none"> • IEP checks • SEN Pupil Voice survey
b	Parental contributions to IEP target setting and reviewing is given priority, and their comments are clearly recorded.	Class Teachers SENCOs Exec Dep for SEND	IEP checks of online folders				<ul style="list-style-type: none"> • IEP checks • SEN Parent Survey
b/c	All adults working with pupils on interventions have access to relevant paperwork and targets and keep records on what is being achieved through intervention.	TAs SENCOs Class Teachers Exec Dep for SEND	SENCO monitoring and TA surveys				<ul style="list-style-type: none"> • Records are checked by SENCO as part of monitoring at least termly • TA survey
d	Working party documents and initiatives are followed and fed back on appropriately	Working Party/Parties	Updated targets to appear under here/ on separate action planning				<ul style="list-style-type: none"> • Working Party strategy documentation

Priority 2: Leadership and Management

2a For SENCOs to lead by example, communicating compellingly our collective SEND vision.

2b To develop the role of Class Teachers and TAs in supporting the SENCO team to improve outcomes for vulnerable pupils

2c For SENCOs to provide CPD to secure high quality teaching, effective use of resources and improved progress for all pupils with SEND

2d 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

2e To ensure all SEND paperwork is up to date and submitted to relevant people and services in good time

2f To ensure staff are following guidance and recommendations of external agencies (e.g. EPSS consultation)

2g To develop working partnerships with outside agencies – NDS, CAMHS, Family Focus Team, Children’s Services, 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	February Update	Actions	May Update	Actions	Evidence/Evaluation
2a	Staff Meetings are planned in at least termly for IEP writing and SEND updates	SENCOs and HoS	IEP checks				<ul style="list-style-type: none"> • IEP checks • Pupil, parent and TA surveys
2a/d/f	SENCOs ensure their own advice and recommendations from external agencies (e.g. EPSS) are in place and followed by class and set teachers	SENCO	Monitoring report				<ul style="list-style-type: none"> • SENCO Monitoring reports
2b/d/f	SENCOs support teachers and TAs to develop and deliver interventions which improve outcomes for pupils in the classroom.	SENCOs and Exec Dep	Monitoring of Interventions and recording				<ul style="list-style-type: none"> • SENCO and Exec Monitoring reports
2b/c	SENCOs develop their own Action Plan/s for their school/s	SENCOs	Progress update at SENCO meeting				<ul style="list-style-type: none"> • Action Plans updated
2c	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	Monitoring of intervention records				<ul style="list-style-type: none"> • Intervention records are monitored
2e/f	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.	SENCOs Exec Dep	Intervention monitoring Monitoring of record keeping				<ul style="list-style-type: none"> • Intervention records are monitored

2g	<p>Core Consultation with EPSS team on are held termly.</p> <p>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.</p> <p>Schools and Communities Team Joint working: SENCOS will seek support and advice from the S&CT during their school based visits. All referrals made via Jenni/copied in</p>	<p>SENCOS Exec Dep</p>					<ul style="list-style-type: none"> Records demonstrate that emerging needs are prioritised and then impact of support or guidance is monitored closely and issues re followed up in a timely manner
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Priority 3: Quality of Education and Intervention

3a To ensure quality first teaching is 100% satisfactory or better

3b To improve recording of parent and pupil voice in target setting and reviewing

3c To improve quality, quantity and oversight of interventions available in our schools

3d 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	February Update	Actions	May Update	Actions	Evidence/Evaluation
3a	All lessons and interventions observed are at least satisfactory or better with those who are delivering interventions having been appropriately trained and supported	SENCOs HoS Exec Dep					<ul style="list-style-type: none"> • Learning walks • Monitoring by SENCOs and Subject leads • Exec Dep monitoring of interventions
3b	Parent and pupil voices are recorded on IEPs at least termly	Class Teachers SENCOs Exec Dep HoS					<ul style="list-style-type: none"> • IEP reviews are monitored for parent and pupil comments at IEP writing staff meetings and are handed out at Assertive Mentoring meetings
3c	A whole school approach to recording interventions is developed over the year to refine and centralise record keeping and monitor impact, therefore better informing future interventions and IEPS	SENCOs Class Teachers Exec Dep HoS					<ul style="list-style-type: none"> • Intervention records have a shared format • Intervention records have shared access
3d	Tools such as Wellcomm, Salford, Blanks Questioning, etc are used regularly to place children in interventions appropriate to level of need and move them on in an expediated manner,	SENCOs Class Teachers HoS Exec Dep					<ul style="list-style-type: none"> • Diagnostic tools and results kept in pupil folders for all staff working with that pupil to refer to

3e	<p>Sensory Circuits take place regularly in all schools at least once a day aiming for twice a day by mid-year.</p> <p>All Sensory Circuits follow the cycle of Alerting – Organising – Calming.</p> <p>Sensory Rooms and resources are used as part of everyday support</p>	<p>SENCOs TAs PE Apprentices Exec Dep for SEND</p>					<ul style="list-style-type: none">• Monitoring to take place regularly by SENCOs and Exec Dep• Training offered for any staff to enhance the offer where needed
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