

SECAT's Pledge To SEND Children And Young People

Learners with any additional SEND (Special Educational Needs & Disabilities) will receive the same opportunities and access as non-SEND learners across their time in SECAT schools. SECAT actively listen to the views of our parents and learners. We recognise that learners with SEND may need alternative choices and pathways to achieve their goals in their time across SECAT, whilst still ensuring that we have high aspirations and ambitions for all our learners. This will be undertaken by ensuring that appropriate adaptations and support is given based on individual learners needs. Staff will work to ensure additional services, beyond SECAT, are sought when appropriate to enable learners to progress and develop to the best of their abilities.

'Building strong schools, building strong partnerships, building strong communities'



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Learners with SEND will be entitled to the appropriate support to allow them to develop. Staff will know the learners as individuals to be able to meet their needs and support their learning and progress. They will set targets that challenge learners to step out of comfort zones and make progress. Support for this may include:

Scaffolding learning

Quality First Teaching

Exposure and opportunities to use a range of resources and equipment across all curriculum areas e.g D&T / Art / Science / Food tech

Different learning pathways being adapted to support learners in engaging if there are specific needs

Sensory support and development where needed

Adaptation of timetables, resources and teaching spaces to allow children to engage, manage and develop learning opportunities and creativity

Involvement in extra-curricular clubs



All children, of any need and ability have fair access to represent the school in events and celebrations

Children will have positive role models across SECAT to inspire and promote aspirations

In KS3 and beyond, learners will have opportunities to take part in a range of charity and volunteer work as appropriate including but not limited to the performing arts / drama / choirs / work experience

All learners will have opportunities to be involved in charity work / fundraising for a range of local and national causes during their time in SECAT schools

We will ensure learners with SEND receive additional / differentiated support for understanding events and reasons for charitable support, meeting the individual needs of learners, whatever their need in the school community – such as Remembrance day and the ties to ensuring children have a developed understanding of raising money of remembrance in those that have fought for their country

There will be equal opportunities to take part in roles of responsibility in the academies and beyond and creativity

SMSC - social and moral conscience in understanding the need to support others in the community



SECAT will work to develop the aspirations for all learners from 3-18years, across the academies.

Pupil voice will be included on ISP/1PP, ensuring learners are supported to understand and link short term targets and additional support they receive to their long term goals and aspirations

Across all Key Stages, learners will be supported to develop age appropriate life skills including:

EYFS / KS1 – self-care, toileting, personal care, washing, cleanliness

KS2 - self-care & hygiene

KS3 and beyond - Differentiated curriculum opportunities as children progress into higher years of education – e.g. access courses

Work experience, careers advisor access at secondary school level



All learners, of any need and ability have will have fair access to represent the school in events and celebrations

To support this, SEND learners will :

Have adaptations where needed to be able to take part

Have OT / Physio targets incorporated into lessons by teachers so that all learners can engage and children are not isolated

Have the opportunity to access level 1 PE courses at secondary level



We will ensure that learners with SEND have additional support, where needed, to allow them to have an appropriate understanding of the safety aspects of online technology

This will include opportunities to be involved with:

Safer internet day lessons and activities - ensuring learners have an understanding of safe and appropriate friendships

Pastoral involvement for individual learners

Assistive technology for individuals where needed

Access to an inclusive curriculum (including PSHE/SCOPE)



Personalised teaching or tools about navigating the classroom or coping with own emotions

Access to external agencies for additional support when needed

Opportunities for access to counsellors / health support, nurses etc.

Pastoral support – opportunities to talk to someone when needed

The trust is working towards employing a team of support staff for social, emotional and health needs



Learners with any additional SEND need will receive the same opportunities and access as non-SEND learners across their time in SECAT schools. This will include but not limited to:

Having posts of responsibility e.g School counsellors / leaders; there will be fair representation of SEN learners

Representing the schools in events and celebrations

Taking part in work experience opportunities

Collaborative working across schools and external agencies – including opportunities to develop links and relationships beyond the school in the local community

Opportunities to visit and experience local community places of worship



Pupil voice on ISP/1PP – support to understand and link short term targets and additional support to their long term goals and aspirations

Differentiated curriculum opportunities as children progress into higher years of education – e.g. access courses

EYFS / ks1 – self-care, toileting, personal care, washing, cleanliness à KS2 self-care hygiene

Adapting timetables, resources and teaching spaces to allow children to engage, manage and develop learning opportunities and creativity

Areas of responsibility e.g School counsellor / leaders – there is a fair representation

Support children in understanding that children can make choices, based on their needs and future plans