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Designing a specialist SEND curriculum pathway across trust schools

Title	Designing a specialist SEND curriculum pathway across trust schools
Publisher	nasen
Publication date	2026
Download date	2026-03-08 14:05:08
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Link to Item	https://hdl.handle.net/20.500.14069/1226

Specialist SEND Curriculum Pathway

**Designing a specialist SEND curriculum
pathway across trust schools**

HARBOUR SCHOOLS PARTNERSHIP

PILTON COLLEGE

SPECIALIST SEND CURRICULUM PATHWAY



A guiding light for inclusivity...



Curriculum Statement

The curriculum across our schools is designed to provide a broad and balanced education that meets the needs of all children. It defines what children will learn at each stage of their education, preparing learners for future success either in the next step in their education or for life in modern Britain.

The curriculum design is purposeful, engaging and with clear intentions.

The ambitious intent of the curriculum ensures that all children have an entitlement to a high-quality inclusive education, which is underpinned by the teaching of essential skills, knowledge, concepts and values, which are embedded and developed over time.

Every child is recognised as a unique individual and is provided with opportunities and experiences to enable them to have the confidence and skills to make decisions, self-evaluate, make connections and become aspirational life-long learners. They are provided with challenges which build resilience, confidence and independence.

The curriculum supports the children's physical, spiritual, moral, social and cultural development, ensuring that they are well prepared to play a positive role in modern Britain and the wider world.

As a Trust, our curriculum must respond dynamically to reflect the challenges of the day and the predicted challenges which our children will face in the future. The Trust and the schools within it, will constantly evaluate the design of the curriculum to ensure that it supports the roles that children and young people play in society now and in the future.



Curriculum Statement

Our Specialist SEND curriculum pathway (SSCP) aims to meet the needs of the individual child. It is designed and delivered in such a way that each child can access experiences that facilitate their development of knowledge, skills and understanding. The SSCP will support every child across the trust to lead a fulfilling life and be well prepared for their next transition.

The intention of the SSCP is that pupils follow the pathway that will have the most effective impact on their individual development. This child centred approach encompasses opportunities for pupils to learn and develop their confidence and skills through a broad, balanced, differentiated and creative approach. Practical lessons and interactive learning are highly valued and educational visits are a common feature within the school. We place value in providing culturally rich experiences to all pupils regardless of starting points. We strive to ensure every child has a sense of self-worth and have some understanding of responsibility, self-discipline and an aspiration to employment. We have high expectations and set aspirational targets that inspire pupils whilst ensuring they have regular opportunities to experience success. Our Assessment systems monitor pupil progress and ensures the curriculum offer continues to be relevant to the individual need.

In order to provide children with experiences that are relevant, interesting and challenging and to identify opportunities for progression, we have adopted a curriculum structure that encompasses three broad pathways: Pre Formal, Semi-Formal and Formal. These terms originally coined by Whitefield SAC 2009 offer a means of making subtle distinctions between, not only groups of learners, but also the degree of curriculum formalisation they will experience in either building the prerequisites for working within a more conventional National Curriculum type approach.

SPECIALIST SEND CURRICULUM PATHWAY RATIONALE



BROAD AND BALANCED CURRICULUM

The Specialist SEND curriculum pathway (SSCP) allows pupils with SEND to access a broad and balanced curriculum offer in a supportive environment, ensuring they are included in the wider school community whilst accessing a curriculum that prepares pupils for future success.

INDIVIDUAL NEED

The curriculum is tailored to each pupil's individual needs, focusing on their strengths and helping them overcome challenges. Pupils receive personalised support in line with targets set out on their EHCP. This ensures every pupil is provided with the right curriculum delivered in the right environment for them to make progress.

DEVELOPING EXPERTISE

The SSCP ensures that staff receive the right training to support pupils with physical, cognition and communication and interaction needs. This expertise also supports mainstream teachers, enhancing the school's overall ability to meet the needs of all pupils.

BELONGING

Pupils accessing the SSCP will be able to access mainstream lessons and broader curriculum activities where possible, allowing them to build relationships with their peers, develop social skills, fostering a sense of belonging.

WHOLE SCHOOL INCLUSION

Developing the SSCP encourages an inclusive culture, where all staff are trained to support pupils with SEND. This helps the whole school to value and support every pupil.

EARLY IDENTIFICATION AND SUPPORT

The SSCP can support early identification of need, providing timely support, and enabling pupils to access the curriculum, thrive socially, and reach their full potential.

FLEXIBILITY

The SSCP is adaptable, allowing pupils to receive more support when needed, or gradually move into mainstream classes or a special school placement as they progress.





The Gateway - Semi-Formal Pathway (National Curriculum KS3)

The majority of our pupils working within this pathway will not follow the National Curriculum. It is likely they will have experienced an adapted Early years / Primary pathway and will have been assessed throughout their primary education at demonstrating a functional Year One or Two level of attainment. Pupils following a Semi-Formal Curriculum learn best when learning is related to their own experience. Some may learn through play, others will learn more effectively through functional activities and yet others will respond well to a topic (interest) based approach.

The curriculum content of this pathway will initially echo the ground covered by branches 9 and 10 of the 'Cherry Tree Branches' Once children are working comfortably within the provision, they progress through the stage appropriate level in the RWFS programme and the white rose primary resources with the second part of their curriculum based on experiential learning through topics and practical learning.

This semi-formal teaching approach reflects the age, stage and learning style of the pupils concerned.

In the classroom this approach will usually involve continuous provision relating to learning, always in a small group for adult led learning opportunities – this ensures a very personalised approach.

Priority continues to be given to:

- Functional Literacy and Numeracy
- Communication and Language Development
- Personal, Social and Emotional Development

The use of whole group teaching and learning increases throughout the year with curriculum offer including experiential learning of the following:

- Literacy
- Mathematics
- Science
- Computing
- Physical Education
- History
- Geography
- Art
- Design and Technology
- Music
- Spiritual, Moral, Social and Cultural Development
- MFL – through experimental cultural days timetabled throughout the year

Staff continue to reflect on the characteristics of effective learning (as above):

- *Playing and Exploring – children investigate and experience things and 'have a go';*
- *Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements;*
- *Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things*



The Satellite - Semi-Formal Pathway (National Curriculum KS3)

The majority of our pupils working within this pathway are following the National Curriculum. Their time in the Satellite must maintain their academic progression points as far as possible whilst also developing the deficits in SEMH, relationships or attachment.

Visiting teachers will deliver the core subject learning (English and Maths). Whilst foundation subjects are covered by the Satellite lead teacher.

The group will experience enrichment activities delivered by wider staff members, have use of the farm site and experience external visits to enrich their experience.

The Satellite - Semi-Formal Pathway (National Curriculum KS4)

The majority of our pupils working within this pathway are following the National Curriculum and will be studying for a number of L2 qualifications in the main school. Their time in the Satellite will compliment their L2 qualifications through giving them time to have supported coursework or learning sessions or by providing mentoring for SEMH, relationships or attachment needs.

Visiting teachers will deliver small group learning or 1:1 sessions where required.

The group will experience enrichment activities delivered by wider staff members, have use of the farm site and experience external visits to enrich their experience.

The CAIRB - Formal Pathway (National Curriculum KS3 & KS4)



The pupils working within this pathway aim to spend a minimum of 75% of their time within mainstream classes in Pilton Community College. Where necessary these sessions are supported by one of the colleges TA/HLTA team. The CAIRB pupils follow the whole school curriculum for their journey in school, but we do have the flexibility to withdraw pupils from some lessons with agreement from staff, pupil and parent team. CAIRB pupils are able to complete a full GCSE pathway with access to all of the resources found within Pilton College.

Within the CAIRB experience Pupils also receive an individualised curriculum offer...

Priority continues to be given to:

English and Maths skills

Communication and Language Development

Personal, Social and Emotional Development

The pupils may graduate throughout the year based upon their rank order assessment data.

The ALG - Formal Pathway (National Curriculum KS3)



The pupils working within this pathway are follow the whole school curriculum for Y7. It is likely they will have experienced a challenging primary school pathway and may not have been entered for SATS in Y6.

The curriculum content of this pathway is designed to match the Y7 subject curriculum in english, maths, history, geography and RE. Interleaved into this content is necessary content from KS2 to ensure that gaps in learning have been allowed to close.

Pupils in this provision progress through the stage appropriate level in the RWFS programme and receive speech and language support as part of the offer.

This teaching approach reflects age appropriate content and curriculum whilst at the same time allowing time for students to be supported and develop thier confidence.

Priority continues to be given to:

English and Maths skills

Communication and Language Development

Personal, Social and Emotional Development

The pupils may graduate throughout the year based upon their rank order assessment data.

The following subjects are experienced outside of the ALG

- Science
- Computing
- Physical Education
- Art
- Design and Technology
- Music
- Spiritual, Moral, Social and Cultural Development
- MFL

Assessment



The Gateway	Satellite	CAIRB	The ALG
<p>Cherry Garden Branch Maps are used to support staff with initial assessment and planning CLICK HERE to access the Assessment Branches</p>	<p>On entry to to the Satellite pupils are assessed for NGRT, Speech and Language and, language for behaviour and emotions.</p> <p>Pupil progress is mainly assessed using the BIGS trackers. This measures character traits and pupils individual targets in a holistic way.</p> <p>Pupils may also be assessed alongside whole school assessment systems where appropriate.</p> <p>AQA unit awards form the backbone of the KS4 offer providing regular low stakes assessments to demonstrate individual success.</p>	<p>CAIRB students attend 70% of mainstream lessons and as such will experience the same assessments as the majority of pupils in the school. There will be the use of enhanced access arrangements and accessible papers. Pupils may be removed from the Rank Order process.</p>	<p>in line EAA reformatted - primary</p> <p>Entry and Entry for ALG is through EHCP - teacher assessment and SATS scores Working below scores between 89 or lower.</p> <p>exit criteria for ALG Teacher assessed, RO comparison and progress indication (making 20 places progress in RA between xmas and easter) *SEMH taken into account Left in ALG8</p>



Assessment:

Pupils at these very early levels of development are typically assessed through the Engagement Model and access a curriculum that enables them to develop a sense of security in the school environment which is comprehensible and meaningful to them.

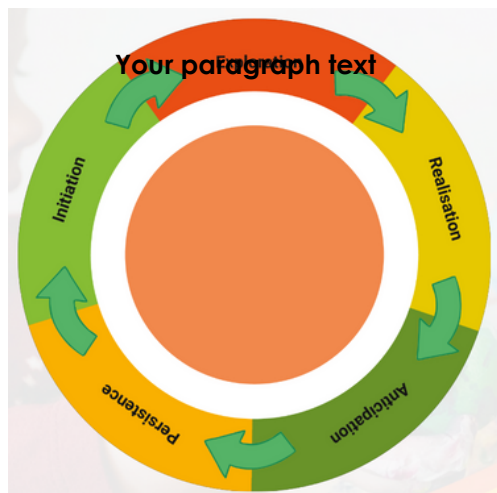
The focus is upon enabling them to establish positive interactive relationships with others to proactively understand the power of learning and the need for functional literacy and numeracy. All pupils will be given maximum opportunities to achieve the highest level of independence possible. While striving to achieve this we need to allow our pupils to make mistakes in order to develop problem-solving and persistence which lasts into KS4 and beyond.

Observation forms a crucial part of assessment helping teachers recognise the connection between observation and responsive teaching. Observations should be used to develop the next steps of teaching and curriculum development. Observations of disengagement are just as important as engagement.

The model has 5 areas: exploration, realisation, anticipation, persistence and initiation.







Engagement Scale Evidence

Teachers and Support staff will make in the moment observations of the pupil's level of engagement accessing the classroom activities and their 1:1 learning. These observations will aid the teacher's judgement of how engaged/disengaged the pupil is in learning and plan for the next sessions.



Bespoke Interventions



<p>At Pilton we run a large number of interventions to support our young people. These can include specific dyslexia teaching, speech and language programmes, SEMH provisions and provisions with a broader scope for many pupils to enjoy. On this page there are 7 interventions which may be used by our young people in these specialist curriculum pathways.</p>	 <p>Lego® Therapy Lego®-Based Therapy is a social development program that uses collaborative Lego building activities to improve social communication skills, including sharing, turn-taking, following rules, and problem-solving. Pupils work in groups, each assuming specific roles (e.g., Engineer, Supplier, Builder) to construct a Lego model together, supporting their ability to work as a team. Using Lego therapy with autistic pupils</p>	 <p>Read Write Fresh Start Read Write Inc. Fresh Start is a proven phonics intervention for pupils aged 9 to 13+ who have slipped through the reading net. Pupils make as much as two years' progress in just two months, using the same tried-and-tested approach as Read Write Inc. Phonics.</p>	<p>Think Good Feel Good</p> <p>Think Good Feel Good is an exciting and pioneering new practical resource in print and on the internet for undertaking CBT with children and young people. The materials have been developed by the author and trialled extensively in clinical work with children and young people presenting with a range of psychological problems.</p>
 <p>Pilton Community Farm Project On site at Pilton college, we refer pupils to our farm provision. The connecting with nature-based learning is valuable for all people. We notice improvement in attendance, engagement, self-esteem and social skills. Pupils who are referred will have a bespoke package on the farm and have the opportunity to feel part of something meaningful!</p>	 <p>Language for behaviour and emotions Designed to be used by professionals who work with children and young people who have Social, Emotional and Mental Health needs and Speech, Language and Communication needs. Gaps in language and emotional skills can have a negative impact on behaviour as well as mental health and self-esteem. The Language for Behaviour and Emotions approach provides a systematic approach to developing these skills so that young people can understand and work through social interaction difficulties.</p>	 <p>Makaton Makaton is a language programme that uses signs and symbols to help those with special needs to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order. It can be taught through lessons, songs, stories and daily routines. It is used to support verbal and non-verbal communication. Core Vocabulary - Starting Out</p>	 <p>Visual Aids</p> <p>Visual Aids are used in many ways to support communication and to support pupils with ASD. Visuals are used for timetables, instructions, work tasks and schedules.</p>



EHCP Outcomes



EHCP outcomes are identified through the annual review process are addressed and assessed throughout the academic year. Small step targets enable learner's to work towards longer-term objectives ensuring the development of key skills which secure progress over time.

Assessment



Assessment of progress over time mirrors each pupil's curriculum pathway and personalised learning plan. Bespoke assessment and associated data demonstrate if pupils are making expected levels of progress. Those identified as needing additional support are highlighted at pupil progress meetings and intervention programmes are implemented. Engagement scales are used to monitor pupils in their breadth of development where a pre-formal approach is taken.



Working in partnership with parents



The school secures effective partnerships with parents through annual review and termly pupil progress meetings. The school elicits the views of parents determining how such views can enhance educational opportunities on an annual basis. Reports to parents at the end of the academic year evidence pupil progress over time in relation to the bespoke personalised curriculum route and learning plans. Parents are supported through regular contact with SMT and our school app with class teams. Safeguarding is at the heart of every decision that we make – often offering support through multiagency working and challenge where needed.



Multi-Agency Approach



The school works closely with multi-agency teams, incorporating advice and recommendations received into the pupils' daily school lives and planned provision . The school monitors progress where appropriate within such programmes and is able to address these through IEPs or within structured teaching and learning sessions. Pupil wellbeing and engagement can be measured using the Leuven Scale or the 'strengths & difficulties' questionnaire.

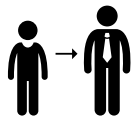
Personalisation



In recognition of the wide range of Educational Needs of all pupils we design and deliver personalised learning plans for each pupil. Assessment of progress over time within this route ensures that each pupil's curriculum offer is personalised and fulfils its ultimate aims.



Preparation and Transition



The school recognises the importance of effective transition through the development of personalisation At each key stage the school is able to identify prior provision, personalised learning needs, achievements, progress and next steps for learning. This is regularly updated through the 'All all about me' document (Pupil Passport)



Informed by
interest and
aspiration



The EHCP and our school curriculum identify the long-term aims in developing pupils' interests and aspirations. We consider it vital that the voice of the child is considered and recognised and importantly acted upon. Learners are provided with opportunities and skills to develop their interests and aspirations both in and out of the classroom.

Key skill
development
within sensory
and curriculum
subjects



The school has developed long-term planning and progression framework for all areas of the National Curriculum. This enables us to work in an informed way in the pursuit of the development of knowledge and understanding for each child when accessing the National Curriculum subjects.



Entry Criteria for THE GATEWAY Specialist Curriculum Pathway

Assessment of Need:

- Pupil has been identified as having significant additional learning needs through formal assessments or through the assessment process (e.g., EHCP, external specialist reports, or internal assessments).
- Current provision within classroom with ordinary available inclusive provision is insufficient to meet their needs.
- Potentially out of the mainstream classroom for more than 50% of school day at primary school.
- Needing bespoke provision and identified as an appropriate environment.
- Phase consultation process + Primary school data

Educational Attainment:

- Working significantly below age-related expectations in curriculum areas such as literacy, numeracy, or social-emotional development.
- Evidence of limited progress despite targeted interventions over time.
- Working at Y1 or Y2 academic levels

Specialist Support Requirements:

- Requires a highly individualised curriculum and specialist teaching strategies that cannot be consistently delivered in a mainstream classroom.
- May require sustained access to therapeutic interventions, such as speech and language therapy, occupational therapy, or emotional regulation support.
- Holds an EHCP Plan
- Be felt by primary school, parents and Pilton that their social skills are mature enough to manage a mainstream environment

Process:

- Decision made by Senco through evidence gathered from class teacher and agreed with Headteacher, external agencies, and parent consultation.



The Gateway - Exit Criteria

Progress:

- Demonstrable and sustained progress in key areas (academic, social, emotional, or behavioural) and successful engagement in the SEND specialist curriculum pathway.
- Access to mainstream classrooms has been trialled and has proven success.

Increased Independence:

- Ability to engage with and succeed in less structured or specialist-supported environments such as the mainstream classroom for more than 50% of the time.
- Demonstrated use of learned strategies to manage their own learning and/or behaviour.

Assessment of Needs:

- Reassessment or review (e.g., annual review of EHCP) confirms that specialist provision is no longer required or a new specialist setting is identified.
- Evidence that the pupil's needs can now be effectively met through an adapted mainstream curriculum with ordinary available inclusive provision in place.

Parental and Professional Agreement:

- Parents/carers, teachers, and relevant professionals agree that the transition back to mainstream or an alternative provision or specialist setting is in the pupil's best interest.

Transition Plan:

- A phased reintegration plan is in place, including appropriate support to ensure the pupil's success in the new setting.
- Transition plan in place to ensure that preparation for adulthood goals are in line with pathway progression.



Entry Criteria for THE SATELLITE Specialist Curriculum Pathway

Assessment of Need:

- Pupil has been identified as having significant challenges with the school day, including poor attendance, regular truancy, attachment needs
- Current provision within classroom with ordinary available inclusive provision is insufficient to meet their needs.
- Potentially on the AIO radar at primary school.
- Needing bespoke provision and identified as an appropriate environment.
- Unable to cope with a full KS4 offer.

Educational Attainment:

- Attainment may be at any level.
- Evidence of decreasing access or attendance to lessons.

Specialist Support Requirements:

- Requires a individualised curriculum and specialist teaching strategies in a reduced sensory environment that cannot be consistently delivered in a mainstream classroom.
- May require sustained access to therapeutic interventions, such as speech and language therapy, occupational therapy, or emotional regulation support.
- Externalised behaviours are minimal and can be controlled within this offer.

Process:

- Decision made by Triage team through evidence gathered from class teachers and pastoral team and parent consultation.
- Referral form completed



The Satellite - Exit Criteria

Progress:

- KS3 10 weeks from the start date of the provision (or extended by discussion)
- Access to mainstream classrooms has been trialled and has proven success.
- KS4 remain in contact until end of Y11

Increased Independence:

- Ability to engage with and succeed in less structured or specialist-supported environments such as the mainstream classroom for more than 50% of the time.
- Demonstrated use of learned strategies to manage their own learning and/or behaviour.

Assessment of Needs:

- Evidence that the pupil's needs can now be effectively met through an adapted mainstream curriculum with ordinary available inclusive provision in place.

Parental and Professional Agreement:

- Parents/carers, teachers, and relevant professionals agree that the transition back to mainstream or an alternative provision or specialist setting is in the pupil's best interest.
- Professionals feel that their behaviours are not damaging to the other pupils within the provision

Transition Plan:

- A phased reintegration plan is in place, including appropriate support to ensure the pupil's success in mainstream classes.
- Transition plan in place to ensure that preparation for adulthood goals are in line with pathway progression.
- Detailed pupil passports completed by Satellite staff.



Entry Criteria for CAIRB Specialist Curriculum Pathway

Assessment of Need:

- Pupil has been identified as having additional learning needs through formal assessments or through the assessment process (e.g., EHCP, external specialist reports, or internal assessments).
- Provision within mainstream classroom with ordinary available inclusive provision is insufficient to meet their needs.
- Has a diagnosis of Autism
- Needing bespoke provision and identified as an appropriate environment.
- Phase consultation process + Primary school data

Educational Attainment:

-

Specialist Support Requirements:

- Requires an individualised curriculum and specialist teaching strategies that cannot be consistently delivered in a mainstream classroom.
- May require access to therapeutic interventions, such as speech and language therapy, occupational therapy, or emotional regulation support.
- Holds an EHCP Plan for C&I area of need

Process:

- Consult completed by CAIRB lead, Local authority 0-25 team will decide upon placements.



The CAIRB - Exit Criteria

Progress:

- Demonstrable and sustained progress in key areas (academic, social, emotional, or behavioural) and successful engagement in the SEND specialist curriculum pathway.
- Access to mainstream classrooms has been trialled and has proven success.

Increased Independence:

- Ability to engage with and succeed in less structured or specialist-supported environments such as the mainstream classroom for more than 75% of the time.
- Demonstrated use of learned strategies to manage their own learning and/or behaviour.

Assessment of Needs:

- Reassessment or review (e.g., annual review of EHCP) confirms that specialist provision is no longer required or a new specialist setting is identified.
- Evidence that the pupil's needs can now be effectively met through an adapted mainstream curriculum with ordinary available inclusive provision in place.
- Attendance has dropped below 60% and plans to improve are not working.

Parental and Professional Agreement:

- Parents/carers, teachers, and relevant professionals agree that the transition back to mainstream or an alternative provision or specialist setting is in the pupil's best interest.

Transition Plan:

- A phased reintegration plan is in place, including appropriate support to ensure the pupil's success in the new setting.
- Transition plan in place to ensure that preparation for adulthood goals are in line with pathway progression.



Entry Criteria for THE ALG Specialist Curriculum Pathway

Assessment of Need:

- Pupil has been identified as having additional learning needs through formal assessments or through the assessment process (e.g., EHCP, external specialist reports, or internal assessments).
- Provision within mainstream classroom with ordinary available inclusive provision is insufficient to meet their needs.
- Potentially out of the mainstream classroom at primary school.
- Needing bespoke provision and identified as an appropriate environment.
- Phase consultation process + Primary school data

Educational Attainment:

- Working below age-related expectations in curriculum areas such as literacy, numeracy, or social-emotional development.
- Working at Y5 or Y6 academic levels

Specialist Support Requirements:

- Requires an individualised curriculum and specialist teaching strategies that cannot be consistently delivered in a mainstream classroom.
- May require access to therapeutic interventions, such as speech and language therapy, occupational therapy, or emotional regulation support.
- Holds an EHCP Plan or is being considered for one.
- Be felt by primary school, parents and Pilton that their presentation will complement the other learners in the group

Process:

- Decision made by SENDCO through evidence gathered from Phase consultation process and parental consultation.
- by ALG lead through SATS data analysis.



The ALG - Exit Criteria

Progress:

- Demonstrable and sustained progress in key areas (academic, social, emotional, or behavioural) and successful engagement in the SEND specialist curriculum pathway.
- Access to mainstream classrooms has been trialled and has proven success.

Increased Independence:

- Ability to engage with and succeed in less structured or specialist-supported environments such as the mainstream classroom for more than 50% of the time.
- Demonstrated use of learned strategies to manage their own learning and/or behaviour.

Assessment of Needs:

- Reassessment or review (e.g., annual review of EHCP) confirms that specialist provision is no longer required or a new specialist setting is identified.
- Evidence that the pupil's needs can now be effectively met through an adapted mainstream curriculum with ordinary available inclusive provision in place.

Parental and Professional Agreement:

- Parents/carers, teachers, and relevant professionals agree that the transition back to mainstream or an alternative provision or specialist setting is in the pupil's best interest.

Transition Plan:

- A phased reintegration plan is in place, including appropriate support to ensure the pupil's success in the new setting.
- Transition plan in place to ensure that preparation for adulthood goals are in line with pathway progression.

SEND Staffing - Roles and Responsibilities



Leadership and Coordination

SENDCO:

- Provides strategic oversight and ensures compliance with statutory requirements, including EHCP reviews and provision mapping.
- Supports training and development for staff working in the hub.
- Reporting outcomes to Headteacher, Governance and wider trust.
- Ensuring alignment with the wider trust SEN strategy and liaison with trust SEND lead.

SEND Teacher: (Gateway, Satellite, CAIRB and ALG leads)

- Qualified teacher(s) with additional training or expertise in SEND, particularly in areas such as autism, speech and language needs, or severe learning difficulties.
- Responsible for day-to-day management, curriculum planning, and overseeing pupil progress.
- Ensures alignment with the school's wider SEND strategy and liaises with the SENCO.

Specialist Support Staff

•HLTA:

- Additional training and / or expertise in SEND.
- Responsible for delivering the individualised curriculum and monitoring pupil progress under the direction of SEND teacher.
- Staff trained in moving and handling, medical support, or personal care for pupils with physical disabilities or complex medical needs.

Teaching Assistants (TAs)/Learning Support Assistants (LSAs):

- Staff trained in supporting pupils with complex needs, including personal care, sensory processing, and communication strategies (e.g., Makaton, PECS).
- Adequate staffing ratios to ensure safety and effective support (e.g., 1:1 or small group as needed).

Additional Support from External Agencies:

Access to qualified professionals such as:

- Speech and Language Therapist (SALT).
- Occupational Therapist (OT).
- Educational Psychologist (EP).
- Outreach teams
- CAMHS
-

Administrative Support is available from SENDCo Assistant and SEND admin to support with communication with external agencies, record-keeping

(e.g., EHCP documentation and progress reports)



Quality Assurance

Include pupil and parent voice