

Highest Standards of Education		Recognised for Exceptional Quality	
<b>Quality adaptive teaching by all teachers and for all pupils</b>		<b>Parent Carer networks will cite unity as an organisation which makes a difference for children and families whatever their needs, whichever their schools</b>	
What we will do	What success will look like	What we will do	What success will look like
<p>Liaise with teaching school hub leads</p> <p>Liaise with SP tutors</p> <p>Be part of whole school reviews</p> <p>Conduct SEND specific reviews via self evaluation by sencos</p> <p>Provide appropriate training for both mainstream and specialist staff</p> <p>Draw together and analyse accessibility plans to inform capital spends</p> <p>Codify and quantify what great progress for SEND looks like for iabacus and scorecards</p>	<ul style="list-style-type: none"> <li>• New teachers skilled and ready</li> <li>• Experienced teachers upskilled</li> <li>• Trained sencos effective and retained</li> <li>• Senco succession planning is well established.</li> <li>• SEND provision positive in inspection reports</li> <li>• Leaders have current and accurate understanding of strengths and areas for development</li> <li>• Capital project spends are influenced by accessibility plan reviews so that more buildings become accessible to more pupils.</li> <li>• Holistic send progress data in terms of school support is communicable.</li> </ul>	<p>Identify and increase the expertise within the trust to provide in house solution circle support</p> <p>Provide guidance and training from multi-disciplinary professionals</p> <p>Celebrate our quiet successes (no year 6s in our schools still waiting for placement this year?)</p> <p>Look to improve our data sets so that nutshell data is live throughout the year: assembly pro?</p> <p>Establish and run our own parent carer network</p> <p>Empower our sencos to be effective leaders in schools</p> <p>Seek to work in partnership and to influence our supporting LAs e.g. to discuss pupil placements in and between special schools, hubs and mainstream.</p> <p>Develop training and assessment data for wellness curriculum model.</p> <p>Have recourse to the national strategy for autism in our planning and processes.</p>	<ul style="list-style-type: none"> <li>• Solution circle outcomes that make a difference</li> <li>• Physio/ OT/SALT/ benefits and support advice/ educational psychology and mental health advice available to all schools for their pupils and families to access</li> <li>• Schools are always able to access real time data about how well their school is supporting pupils. To include part time timetables, FT Exclusion, attendance, leaving for home ed and use of AP.</li> <li>• Safeguarding is effective because of the attention to detail that the most vulnerable learners receive in all areas.</li> <li>• Our own parents and learners are enabled to be part of trust wide initiatives.</li> <li>• Support groups for families are effective.</li> <li>• Sencos recruitment is successful, and effective sencos are retained and report high levels of job satisfaction. They have all the tools they need to address even complex situations.</li> <li>• Wellness can be rolled out effectively and be case managed effectively by sencos.</li> </ul>
<b>In special schools and hubs</b>			
What we will do	What success will look like		
<ul style="list-style-type: none"> <li>• Moderate effective teaching judgements</li> <li>• Moderate overall education judgements</li> <li>• Support effective recruitment and staff development including CPD</li> <li>• Moderate and advise effective curriculum development</li> <li>• Challenge overall performance</li> </ul>	<ul style="list-style-type: none"> <li>• Hubs and schools will be judged good or better</li> <li>• High levels of staff and family satisfaction</li> <li>• High levels of pupil satisfaction and outcomes</li> <li>• We will be asked to extend our influence in EYFS and 6<sup>th</sup> form provision for pupils with additional needs.</li> <li>• Development of additional hubs.</li> </ul>		

			<ul style="list-style-type: none"> <li>• Our pupils receive effective service because of the strength of our partnerships.</li> <li>• Pupils with additional needs access the most appropriate provision.</li> </ul>
<b>In secondary schools</b>			
What we will do	What success will look like	What we will do	What success will look like
<ul style="list-style-type: none"> <li>• Provide a support network, knowledge network and consultation process to our sencos</li> <li>• Provide professional challenge through our QA tools</li> <li>• Find a way through the difficulties of supporting families to make application for statutory assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Sencos will be effective leaders within schools, influencing the practice within departments</li> <li>• EHCP applications will be less burdensome and more effective</li> <li>• Sencos will feel secure in providing guidance to families where MDT work is involved</li> </ul>	Support our colleagues in whole school reviews so that the thread of SEND support runs throughout departments	<ul style="list-style-type: none"> <li>• Send provision will be a strong element of inspection reports</li> </ul>
<b>In primary schools</b>			
What we will do	What success will look like	What we will do	What success will look like
<ul style="list-style-type: none"> <li>• Provide a support network, knowledge network and consultation process to our sencos</li> <li>• Provide professional challenge through our QA tools</li> <li>• Find a way through the difficulties of supporting families to make application for statutory assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Sencos will be effective leaders within schools, influencing the practice across key stages</li> <li>• EHCP applications will be less burdensome and more effective</li> <li>• Sencos will feel secure in providing guidance to families where MDT work is involved</li> </ul>	Support our colleagues in whole school reviews so that the thread of SEND support runs throughout departments	<ul style="list-style-type: none"> <li>• Send provision will be a strong element of inspection reports</li> </ul>
<b>Co-production at our core</b>			
What we will do	What success will look like		
<ul style="list-style-type: none"> <li>• Person centred review planning for all : LA consultation and alignment, new templates for sencos</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and pupils will be involved with person centred reviews and as a consequence communications will be eased and complaints will drop.</li> </ul>		

What we will do	What success will look like		
<ul style="list-style-type: none"> <li>Ensure pupils are involved in their own plans: IBP's/ education plans/ transition plans and referrals</li> </ul>	<ul style="list-style-type: none"> <li>A codified tool to steer each senco/ school into achieving excellence</li> <li>Transition planning will be effective so that there is no drop out during the autumn term.</li> </ul>		
<b>Local schools for local children : excellent provision regardless of borders</b>		<b>High-Quality Evidence-informed</b>	
<b>Mental Health hub development – Haverhill</b>			
What we will do	What success will look like	What we will do	What success will look like
<ul style="list-style-type: none"> <li>Scope and QA use of AP for our pupils</li> <li>Open our new hubs and schools</li> <li>Codify and distribute our wellness curriculum approach to reaching the hardest to reach families and pupils.</li> <li>Build effective connections with health teams serving our schools.</li> <li>Ensure the right pupils go to the right schools for the right reasons.</li> <li>Transition support between schools will be thorough and effective building on the new transition handbook</li> </ul>	<ul style="list-style-type: none"> <li>Have a trust wide policy and approach to use of AP</li> <li>Admissions are effectively steered</li> <li>New appropriate provisions are open</li> <li>Local MDT networks and communications are strong, regular and effective.</li> <li>Pupils and families look forward to changes in schools and pupils are successful in the first week and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute more and learn more via EEF and Nasen</li> <li>Network best practice into our own schools (eg meadowgate)</li> <li>Network best practice between our schools</li> <li>Contribute to and learn from teaching school hub and the Research School</li> <li>Scrutinise our school based interventions for effectiveness and how underpinned they are by research validity</li> <li>Trust approach to trauma-informed practice is embedded</li> </ul>	<ul style="list-style-type: none"> <li>Decision making at a trust and school based level underpinned by evidence</li> <li>Changes are made to provision accordingly</li> <li>Staff training is a reason for joining unity.</li> </ul>