



SEND

Strategy and Offer



High quality inclusive education.

Alumnis Multi Academy Trust is driven by a profound vision: to empower every pupil with Special Educational Needs and Disabilities (SEND) to thrive and excel, irrespective of their background or abilities. We are dedicated to fostering a community where inclusion, empathy, and respect are deeply ingrained values, nurturing a culture where everyone can become a Changemaker.

Our core belief is for every child with SEND to flourish, celebrating diversity and uniqueness while reaching their fullest potential. At Alumnis MAT, we set high expectations, ensuring that each student has access to quality education and opportunities for growth, striving for attainment that is commensurate with their potential and aspirations.

We uphold excellence as the standard in every facet of our work, from teaching and learning to support services. Our commitment extends to providing a future-ready curriculum that equips our pupils with SEND with the skills, knowledge, and character needed to navigate an ever-evolving world. With resilience, integrity, and compassion as guiding virtues, we aim to create a future where every pupil with SEND can shine, contributing positively to society.

Alumnis Universal Offer; Excellence as Standard.

At Alumnis, we have set important standards to ensure that every student can excel. We believe in providing tailored support to meet the unique needs of each student, fostering an environment where everyone can thrive. We prioritise matching the right staff with the right students at the right times. All teachers in our schools are equipped to address the diverse needs of students. They adapt their lessons to accommodate the individual requirements of every learner in their classroom, setting a high standard of excellence.

While we may employ support staff to enhance provision, we avoid assigning them exclusively to students with SEND. Instead, we tailor support services based on specific needs. We understand that Educational Health Care Plans are designed to identify needs and facilitate appropriate support, rather than necessitating constant one-on-one assistance.

You can find our full consistency standards to ensure excellence as standard [here](#).

The rest of this document seeks to set out key objectives, ordinarily available provision that enables all our learners, showcases key targeted provision at every Alumnis School and how we measure impact.

Our core objectives.



In meeting our objectives we will:

- Promote inclusive teaching practices through professional development and training for educators, emphasising differentiation and universal design for learning.
- Foster a positive attitude and mindset among staff by highlighting strengths-based approaches and maintaining high expectations for all students, irrespective of ability.
- Facilitate collaborative planning and support systems involving general and special education teachers, support staff, and families in the creation and execution of individualised plans.
- Ensure an accessible learning environment by guaranteeing physical and sensory accessibility, furnishing assistive technology, and adapting classroom spaces to accommodate diverse needs.
- Engage the community through partnerships with families, support agencies, and advocacy groups, while consistently assessing and refining inclusive practices through data-driven decision-making and reflective practice.
- Establish high expectations at every level, implementing Rosenshine's Principles into universal provision.
- Value student voice and choice, and celebrate character development and achievements beyond academic success.

Strategies that are ordinarily available in provision to support all children.

Displays & Classroom set up

All classrooms will be dyslexia friendly using the resource packs available in every Alumnis School. This is everyone's responsibility in ensuring excellence for all.

Displays

- 'Welcome to' poster with staff names (and images)
- Class Visual Timetable - widgit timetables to be found near the IWB
- Key words/vocabulary around the classroom to support learning
- Wherever possible IWB displays have a coloured background to support those with visual tracking problems
- Rainbow alphabet and 'Bed' poster up and near the English working wall
- Displays to not 'leak' over borders to support those with sensory processing needs and visual tracking difficulties
- Character development displayed to support children's well-being and social, emotional and mental health
- Inspiring change makers display is evident with school vision
- Stem sentences displayed
- Your phonics and handwriting scheme are clearly displayed
- British values and global goals are visible so children can talk about them
- Science working wall, English working wall, Maths working wall
- Foundation subject working walls
- Small steps are marked out on working walls
- Key objectives and end outcomes are displayed
- Key vocabulary for the unit
- Children's work is on display for each small step
- Foundation subject skills and knowledge progression posters are up by displays

In and around the room.

- Use of chromebooks to aid learning and teaching at every level.
- Room is well ventilated and best use made of natural light and the room is uncluttered
- Movement around the classroom is minimised to avoid visual disturbances
- Sources of equipment/resources are organised and clearly labelled with widgit
- Limit the use of things hanging from ceilings to support those with sensory processing needs and visual tracking difficulties
- Access to resource boxes with eg magnetic letters, coloured overlays, games, pencil grips
- Access to Sensory box with eg soft/hard items, fiddle toys, blanket, calming music
- Age-appropriate timeline
- Age-appropriate global map
- Love of Reading visible in the classroom - clear and inviting reading area
- Manipulatives and resources that are age appropriate
- Calm reflection area
- Use of knowledge organisers for subjects to support retrieval and retention of knowledge
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Adaptive teaching to support all children.

Adaptive teaching is an educational approach that tailors instruction to meet the diverse needs of students, ensuring all can engage with the curriculum delivered in their class effectively. This method involves individualizing instruction, using flexible grouping, differentiated strategies, and continuous assessment and feedback. Within Alumnis Rosenshine's Principles of Instruction supports our adaptive teaching by incorporating techniques such as reviewing prior learning, presenting material in small steps, frequent questioning, modeling, guided practice, checking for understanding, scaffolding, independent practice, and regular reviews. By integrating these principles, adaptive teaching creates a responsive and flexible learning environment that promotes higher engagement and achievement for all students.

Below we detail out key adaptive strategies for pupils who may have additional learning needs.

Cognition and learning.	Communication and interaction.
<ul style="list-style-type: none">● Pupils have sufficient space to accommodate their work, particularly left handers● Appropriate exercise books, for example, using a key stage 1 book for a key stage 2 child to support line spacing etc.● Movement around the classroom is minimized to avoid visual disturbances● Desktop aids, prompts are available, some individualised such as task planners and their use encouraged● Individualised timetables● A multi-sensory (see..hear..say..write) approach● Minimum requirement for pupils to record/copy information from the board or from books● Information on non white paper (e.g. cream) where relevant with an accessible font and layout. Use of overlays where appropriate.● Collaborative learning and peer support● ICT is used to support pupils' learning. Computer screens and text size● Pupils are encouraged to record information in a variety of ways, e.g. mind maps, diagrams, bullet points, pictures, recorders etc● Pace of the session should take into account the needs of learners with time built in for thinking time/brain breaks● Instructions and information are broken down into small steps with no more than 1-3 clear pieces of information being given at one time	<ul style="list-style-type: none">● Use of widgits across the school● Use modelled corrections● Use pictures to support - widgit● Use of total communication● Use of sign where necessary and with parental agreement● Using buddies to model good language● 1 or 2 instructions at any one time● Usually avoid closed questions that allow the children only to answer yes or no● Verbalise thoughts and actions as they happen. Wonder out loud● Use gestures, facial expressions● Ensure you are always facing the child and at their level● Allow time for children to process and respond (gauge the child's take up time)● Reduce distractions and background noise● Individualised visual timetables using 'now' and 'next' language● Visual support for routines like PE etc● Model effective talk● Plan in talk partner time and model how to do this effectively● Link back to class agreed talk expectations● Pictures, pictures and more pictures● Sharing examples (what a good one looks like - WAGOLL)

Strategies to use within universal, adaptive teaching to support all children.

Physical and sensory	Social, emotional & mental health.
<ul style="list-style-type: none">• Ensure fonts large/bold enough• Limit things hanging from the walls and ceilings in the classroom• Regulate noise levels in class – use a visual cue/ reminder• Do not overload displays and walls• Provide with tactile distractions – blue tac, tangle etc• Provide sensory breaks• Give time out when needed• Hands pressed down on heads• Breathing techniques – in for 7, out for 11• Something to hug• Weighted blankets etc• Wobble cushions• Something for children to rest their feet on (swimming woggle with a slit cut down the center and attached to a large elastic band then around the front to legs of the class chair for children to roll feet across)• Giving someone jobs like carrying heavy things• Brain gym type breaks• Purposeful restorative conversations.	<ul style="list-style-type: none">• Helping them to feel they belong by always making a point of saying Hi and Bye each day to them personally• Individualised character development care plans• Individualised rewards charts• Giving them a job or an area of responsibility in the class• Agreement over what ‘safe’ means for each child and how this looks.• Having a safe space for them to go to within class (individualised work stations do have a place at times)• Establishing a signal to use together to show they are feeling overwhelmed• Consistency in approach• Providing visual cues• Use of timers etc• Ensuring the school rules, rewards and sanctions are visible• Provide regular breaks if needed• Find something positive to say. They (or you!) may have had an awful day but always leave on a positive and build on that• Individualised timetable/visual timetable

Targeted support at Alumnis.

When universal provision has not been enough Targeted Special Needs provision becomes an integral component of ensuring every student receives the support they need to flourish academically and socially.

Through targeted interventions tailored to individual needs, students with SEND may receive additional support beyond quality first teaching.

Teachers and sometimes Teaching Assistants (TAs) play a role in delivering these interventions, providing personalised assistance and guidance to students. The impact of these interventions is carefully measured through ongoing data analysis, allowing educators to assess progress and adjust strategies as needed. Under the oversight of the Special Educational Needs and Disabilities Coordinator (SENDCo), referrals to specialist services are made when necessary, ensuring that students have access to a range of support options. By integrating targeted provision into the broader framework of inclusive education, schools create an environment where every student has the opportunity to achieve excellence as standard.

Key interventions available in Alumnis:

Cognition and Learning	Communication and Interaction
Precision teaching Colourful semantics Plus 1 Power of 2 Perform with times tables Perform with time Toe by toe	Language link Speech link Lego therapy 1.1 Speech therapy - as set out by Speech Therapists Attention autism. Bucket time
Social, Emotional, Mental Health	Physical and Sensory
Lego therapy Boxal based interventions Play therapy Art therapy ELSA	Fun fit High five Sensory circuits

Measuring impact.

How do we know we are being successful?

Measuring impact for SEND pupils requires a multifaceted approach that encompasses both academic performance and holistic development. When working with SEND pupils we use SMART targets to support the monitoring of progress. This involves setting goals that are Specific, Measurable, Achievable, Relevant, and Time-bound, ensuring tailored support and clear benchmarks for progress.

Across Alumnis progress and attainment is tracked through regular half termly assessments, ensuring that each student's growth is monitored and celebrated. Holistic evaluations consider social, emotional, and behavioural development alongside traditional academic metrics.

Our targeted interventions provide entry and exit data to help us address specific needs, ensuring that support is personalised and effective. By continuously adjusting strategies based on comprehensive data, we can better support SEND pupils in achieving their full potential.

Across our schools in Alumnis we monitor impact through:

