



Minerva
Learning Trust

SEND

Our Student Entitlement

We strive for all our students with SEND and their families, to experience Quality First Teaching, Effective Leadership, meaningful engagement and effective additional provision, where appropriate.

Quality First Teaching

All children with SEND will have:

- access to Quality First Teaching.
- access to well trained staff that understand their needs and provide support.
- respect as an individual.
- their differences recognized, celebrated and accepted.
- support to thrive and succeed.
- ambitious and realistic goals and plans. Have a SEND Profile, detailing their needs and ways in which they can be supported, which is shared with members of staff.

Effective Leadership

All leaders in our Trust and schools will:

- be accountable for our actions.
- fulfil our responsibilities, acknowledge mistakes and take prompt action to rectify them if needed.
- ensure staff are trained well to deliver all aspects of this Charter.
- ensure statutory requirements in the SEN Code of Practice are fully met.
- quality assure EHCPs, Support Plans and MyPlans, ensuring targets are regularly reviewed.

Engaging Stakeholders

We will collaborate and communicate with families by:

- making sure children are central to decisions and plans.
- making an equal partnership with families.
- focusing on the child's needs and what they need to succeed.
- sharing plans and options with families.
- ensuring information, advice and guidance is easily accessible and understandable.
- listening, acknowledging and understanding what is needed.
- trusting and valuing families' viewpoints and experience.
- ensuring families know who is involved and what their role is.
- working together with families and other professionals.
- providing consistent and reliable messages about the support on offer.
- being professional and honest in our responses and transparent with all information.
- ensuring there is an opportunity to review progress and support/ provision at least one per term.

Additional Provision

As a response to individual children's needs there will be:

- a graduated response to provision and the support which is required.
- a Wave 1 (inclusive Quality First Teaching for all), a Wave 2 (Additional interventions to secure age related expectations) and Wave 3 (targeted and personalised interventions) provision of support as required.
- regular reviews of progress.
- support to achieve their full potential, using all the resources available to us.
- reasonable adjustments in place to ensure they thrive academically and personally. We will ensure
- the right access arrangements in place, so they are on an equal footing in exams and assessments.
- full access to all areas of the school's curriculum offer so that they can participate in all aspects of school life.
- a plan which follows an Assess-Plan-Do-Review cycle so that all provision is well considered and evaluated for impact.