

SEND Action Plan 2017/18

Goal – Outstanding provision for SEND to achieve accelerated rates of progress across all areas of learning

1. Quality First Teaching to be a universal provision for all pupils
2. To understand staff training needs and strengths and weaknesses in supporting SEND need
3. Effective communication with all stakeholders to impact on progress and outcomes of SEND children
4. Clear and effective systems and processes to impact on progress and outcomes
5. Effective use to assessment tools for early intervention and impact
6. Effective provisions that ensure accelerated progress and maximum impact on outcomes

Objective	What is happening at the moment?	What needs to happen	By who/when	Success Criteria	Outcomes
<p>Quality First Teaching to be a universal provision for all pupils</p> <p>Improve the use and deployment of TA</p> <p>Marking policy to close the gap</p> <p>Range of learning strategies employed – visual, auditory, kinesthetic to scaffold and support learning</p> <p>Use of Behaviour for Learn policy effectively</p> <p>Resources available to all department to enable full access to curriculum</p>	<p>Teaching assistants based in class supporting SEN children. Some TA's used effectively and encourage independence.</p> <p>TA mainly used to support SEN needs in class and are deployed to work with the same child/group of children daily.</p> <p>Some children (without EHCP) struggling to make progress</p> <p>Marking not consistent and children do not see the benefit</p> <p>Low level behaviour issues have a 'knock on' effect to pupils learning</p> <p>SEN pupils who do not have access to TA help need extra support to access work and the curriculum</p>	<p>Ensure teachers are aware of SEND pupils needs and are deploying their TA's to ensure that SEN children are given the chance to work independently/pairs/group work. Also allows SEN children to transfer strategies and skills taught to other learning areas.</p> <p>Termly SEN learning walks and book looks focusing on the range of teaching strategies employed in lessons and engagement of SEN children. Is progress being made?</p> <p>New BfL policy produce by working group. Monitor SEND pupils Provide departments with a range of resources: Dyslexia friendly materials e.g. dictionaries, Overlays, buff paper</p> <p>Resources such as pencil grips, discrete fidget toys to support children who find concentration during long periods of time difficult, specialised pens and pencils.</p>	<p>PJ, SLT and KH</p> <p>Ongoing</p> <p>KH-ongoing</p> <p>Staff – Jan 2018</p> <p>KH Sept 2018</p>	<p>✓ A range of learning styles used in lessons</p> <p>✓ All children have equal access to the learning</p> <p>✓ Learning objectives and success criteria that allows all children to achieve whilst providing challenge</p> <p>✓ Children engaged and can discuss their learning in a positive way</p> <p>✓ SEND children given the opportunity to be independent learners/thinkers</p> <p>✓ A range of resources used that meets individual needs.</p>	

<p>To understand staff training needs and strengths and weaknesses in supporting SEND need.</p> <p>Staff to receive regular CPD training opportunities linked to outcomes for SEND children</p>	<p>To provide relevant CPD to staff</p> <p>TA's feel they have had little development and would like further development opportunities</p> <p>TA's currently have little or no formal TA qualifications and have expressed the interest in doing so.</p>	<p>TA audit to establish area of personal development.</p> <p>Teacher audit to establish areas of SEN they would like more support with.</p> <p>CPD on autism and Dyslexia</p> <p>Enroll on NASENCo course</p> <p>All TAs to go on SEN conference at Bedstone college</p> <p>CPD offer for TA's Implemented, tailored to development needs established by TA's ensuring linked to children they support</p>	<p>KH Jan 2018</p> <p>KH March 2018</p> <p>Sept 2017</p> <p>March 2018</p> <p>KH ongoing</p>	<p>✓ All staff complete the audit tool</p> <p>✓ Staff training needs identified and documented – possible link with Performance Management objectives and / or SIP if whole school</p> <p>✓ Staff training needs met eg. courses booked for individuals or whole school training organised.</p>	
<p>Effective communication with all stakeholders to impact on progress and outcomes of SEND children</p> <p>Support staff Teachers Parents Governors Pupils</p>	<p>TA's feel that communication could be improved between SENCo and themselves</p> <p>Information not easy to locate as in a few different places</p> <p>Teachers not empowered to own leadership of SEN provision – seen as a SENCo role</p> <p>Parental voice needs further development.</p>	<p>Regular TA/SENCo meetings for communication and sharing information</p> <p>SEND database and monitoring list updated termly</p> <p>INSET and staff meetings to reinforce the message that they are teachers of SEN. Ensure all teachers aware of SEND information</p> <p>Letter for parents and information days. Regular meetings Parents to be provided with dates of reviews at the start of the year.</p> <p>SEN Parent/Carer Audit to be completed to gain an insight into their perceptions of SEN. Analyse results and recommendations and seek to further improve</p>	<p>TAs and KH ongoing</p> <p>KH Ongoing</p> <p>PJ and KH</p> <p>KH/SLT-Sept 2018</p> <p>KH -Sept 2018</p>	<p>✓ TA's feel fully informed about children's needs throughout the school</p> <p>✓TA's have the opportunity to share good practice</p> <p>✓Teachers empowered to lead provision for SEND children in their class with support from SENCO</p> <p>✓Regular parental voice audits take place and recommendations considered, acted upon and communicated to all stake holders</p> <p>✓Governors are fully informed and aware of profile of school, provisions available, impact of provisions and</p>	

	<p>Support and challenge provided by governors needs to be developed further so governors can gain an understanding of;</p> <ul style="list-style-type: none"> + Profile of need of the school + Progress of SEND Vs non-SEN and how the gap is narrowing + Provisions in place to meet the need and impact of such provisions + Value for money of provisions + Assessment/tracking systems used by the school to track progress 	<p>communication with Sharing reviews of interventions – termly impact reports.</p> <p>Termly meetings between SENCO and SEN governor to support and challenge on SEND provision, progress and outcomes</p>	<p>KH and PH- Termly</p>	<p>value for money.</p>	
<p>Clear and effective systems and processes</p> <p>Referral to SENCo Communication Waves 1/2/3 provisions Provision map</p>	<p>Staff tend to make referrals to SENCo verbally. Referral forms exist but require quite a lot of information and involvement from staff.</p> <p>Children’s information currently saved on shared drive which can be difficult to locate.</p> <p>Record of all interventions needs to be centralised and monitored</p> <p>Transition information can sometimes being lacking with details on all SEND pupils and pupils who may need support</p> <p>No system currently exists to easily monitor the cost of intervention by child/group.</p>	<p>Redesign referral form so the most important information is included on the form. Any extra information to be added to the referral file/form after meeting with class teacher and SENCo.</p> <p>All information to be stored in 1 central location</p> <p>Provision map covering CoP for whole school.</p> <p>Set up intervention groups on TT for easy tracking tool and more efficient use of time.</p> <p>.Look at involvement on SEN in transition days and summer term</p> <p>Look at costings and value for money</p>	<p>KH Sept 2017</p> <p>PJ/JM/KH Ongoing</p> <p>KH-Nov 2017</p> <p>FG -Sept 2017</p> <p>KH and VB-ongoing</p> <p>KH and KG- June 2018</p>	<p>✓ All teachers will complete referral form which is followed by in-depth discussion with SENCo for further information.</p> <p>✓ All wave 3 interventions have entry and exit data and impact report generated, allowing SENCo to measure impact.</p> <p>✓ All intervention groups to be set up on eportal</p> <p>✓ Cost of intervention per child and group analysed.</p>	

<p>Effective use of assessment tools for early intervention and impact</p> <p>WRIT WRAT WIAT DASH CTOPP Accelerated Reader</p>	<p>Pupils need to be tested for exam provision during earlier</p> <p>Interventions are reactive and need to be more proactive</p>	<p>Invest in an assessment packages for all areas</p> <p>Create an allocated screening time</p> <p>Invest in whole school literacy programme</p>	<p>KH- Sept 2017</p> <p>KH- Jan 2018</p> <p>KH/JH/PJ Jan 2018</p>	<p>✓ School has a range of early assessment tools that can be used when referrals made or concerns exist.</p> <p>✓ Early identification and barriers addressed/removed as soon as possible for all children.</p>	
<p>Effective provisions that ensure maximum impact on outcomes</p>	<p>Provisions need to be updated and mapped to show what available for all pupils</p> <p>No standardized literacy programme in the school to monitor/assess and improve reading skills</p> <p>Pupils with social needs has increased and need to have support outside of the classroom</p>	<p>All provision to be highlighted on whole school provision map</p> <p>Accelerated reader and STAR testing purchased for whole school (AR KS3 only)</p> <p>Social intervention and emotional literacy programme purchased</p>	<p>KH-Nov 2018</p> <p>KH/JH Jan 2018</p> <p>KH/HB-Ongoing</p>	<p>✓ Provision map that meets needs of pupil and ensures accelerated progress is made.</p> <p>✓ Precise, tailored S&L and SEMH interventions in place</p> <p>✓ Support staff have responsibility to lead interventions</p> <p>✓ Impact and consolidation of interventions monitored in-class to ensure they are helping the child to make accelerated progress.</p>	