

School Development Plan - Strategic Aims:

1. Ensure communication with all stakeholders supports improved outcomes for students with SEN.
2. Improve the quality of all interventions such that inclusion is maximised
3. Students with SEN are supported well by highly trained staff, in and out of school, who know and understand their needs.
4. SEMH is recognised and supported by trained staff in and outside the classroom to ensure needs are met and desired outcomes achieved

OFSTED 2018:

- Leaders have appropriate systems in place to monitor the progress of pupils who have special educational needs (SEN) and/or disabilities. There are a number of strategies in place to help and support these pupils. However, the support is not having a big enough impact on the progress that they make. Pupils who have SEN and/or disabilities continue to underachieve across the curriculum. In particular, those disadvantaged pupils who have SEN and/or disabilities make considerably slower progress than other pupils at the school who have similar needs.
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1	Strategic aim:	Ensure communication with all stakeholders supports improved outcomes for students with SEN.			
Objectives:		Who	How	Evidence of Impact	
A	Implement a data strategy for SEN students that all stakeholders know and understand. Sta	SENCo	Reading and spelling ages added to sims and updated termly/yearly	Groups now identified for targeted support	
B	Ensure regular updates to staff on how best to support on individual and groups of students with SEN.	SENCo	All staff training Audit of skills and knowledge for ASD friendly teaching and learning Updated pen portraits to be added to simms Learnin g walls in classrooms for ASD learners to be developed by LSA	Staff feedback forms to be generated termly	
C	Ensure parents are kept up to date with the progress of their children, how they are being supported and how best to support them at home	SENCo	Termly booked conversations either phone or face to face depending on need. Letter home to explain provision strategy. SEN Meet and Greet evening to manage expectations	Parent feedback forms to be generated termly. Phone call response to be included	
D	Ensure good governance of the SEN department by regular meeting with the designated SEN governor, where appropriate data is shared.	SENCo	Termly meeting scheduled to discuss impact of interventions To show how targets are met and provision is allocated	Feedback and comments to be included in the SEN development and Action plan	
		SENCo	xx.		

1	Strategic aim:	Ensure communication with all stakeholders supports improved outcomes for students with SEN.			
Objectives:		Who	How	Evidence of Impact	
A	Implement a data strategy for SEN students that all stakeholders know and understand. Sta	SENCo	Reading and spelling ages added to sims and updated termly/yearly	Individuals and groups being identified and grouped for intervention. Details being logged on sims	
B	Ensure regular updates to staff on how best to support on individual and groups of students with SEN.	SENCo	All staff training Audit of skills and knowledge for ASD friendly teaching and learning Updated pen portraits to be added to sims SEN staff being attached to Departments to attend relevant meetings Room walk to support staff with Learning Wall support	Good response from staff. Coming to SSC for advice.	
C	Ensure parents are kept up to date with the progress of their children, how they are being supported and how best to support them at home	SENCo	Termly booked conversations either phone or face to face depending on need. Letter home to explain provision strategy. SEN Meet and Greet evening to manage expectations	Parents responding well to these meetings. Pleased with provision	
D	Ensure good governance of the SEN department by regular meeting with the designated SEN governor, where appropriate data is shared.	SENCo	Termly meeting scheduled to discuss impact of interventions To show how targets are met and provision is allocated		

		SEnCo	xx.	xx	

2	Strategic aim:	Improve the quality of all interventions such that inclusion is maximised			
	Objectives:	Who	How	Evidence of impact	
A	Ensure the Literacy catch-up programme brings improvement in reading & spelling ages.	SENCo All teachers	Lesson 6 Reading Recovery to be promoted with parents and pupils for all pupils at risk of falling behind Pupil Premium at risk of falling bend to be targeted for attendance at lesson 6 Comprehension Intervention Targeting RA	To be assessed at the end of Term 4 and termly thereafter. Results to be shared with HODs and Parents 1 level of progress each term. Evidence of improved capacity to be checked via targeted piece of independent work in English + 1 other subject	Pupils asking for this to start Pupils attending and keen
B	Ensure the Numeracy catch-up programme brings improvement in use of number.	SENCo	Lesson 6 Numeracy Catch Up to be promoted with parents and pupils for all pupils at risk of falling behind Pupil Premium at risk of falling bend to be targeted for attendance at lesson 6	To be assessed at the end of Term 4 and termly thereafter. Results to be shared with HODs and Parents	Pupils voiced support
C	Ensure the SEN provision map captures all aspects of provision, including their evaluation.	SENCo	SEN staff meetings to inform and evaluate provision. Pupil/Staff response to evaluate impact on learning. Termly update on Pen Portraits to including auditing provision impact on funded need	Termly review from SEN staff at end of Term review of provision meeting. Spelling and reading tests Behaviour logs checked for a reduction in incidents	Pupils voice audited with regards their feelings on the effective

					ness of their support
D	All SEN students' have My Plans which are shared widely such that teachers and support staff know how best to support individual students	SENCo	There are clear lines of communication which prompts feedback to update and inform My Plans. My plans being replaced with Pen Portraits. This directly connects Need Intervention Outcome		
	Strategic aim:	Students with SEN are supported well by highly trained staff, in and out of school, who know and understand their needs.			
	Objectives:	Who:	How	Evidence of Impact	
A					
B					
C	Ensure good use is made of all external agencies to support students with their educational needs	SENCo	Met with LA SEN. Advice for Assess Plan Do Review for any funding application is now central to any new and existing funding	LA response	
D					

3	Strategic aim:	SEMH is recognised and supported by trained staff in and outside the class room to ensure needs are met and desired outcomes achieved			
Objectives:		People responsible:	How	Evidence of Impact	
A	Ensure All Teaching and Pastoral staff are appropriately trained to recognize and respond appropriately. to ensure a support programme can be instigated and deployed effectively,	SENCo	On- going drop in sessions for support and advice. Case study training scheduled bi weekly for individual students causing concerns so as best practice and successful interventions can be shared. Flipped learning so that directed on line training can be discussed bi weekly drop in training and development sessions. Planned intervention and provision between teaching and support staff to follow and be reviewed	Have begun this term. To be reviewed at the end of term 3	Staff feedback is good. Feel supported and informed.
B	Students are able to and do access support without escalating their actions Staff can access support and advice through coordinated process Parents/carers can ask for support and guidance	SENCo	Students access support through the planned process Parents and Students respond positively to the schools SEMH strategy Staff are very sure of how to use the process of reporting and supporting SEMH	Improved use of Sims to co-ordinate SEND response to Behaviour and SEMH as a learning need.	

C	Ensure good use is made of all external agencies to support students with their SEMH needs	SENCo	External support is in place where needed Advice received implemented and effectiveness monitored	Audit support available Access support Evaluate effectiveness Review and amend strategy	
D	Maximum impact on students wellbeing, attendance, behaviour for learning and academic attainment is supported	SENCo All Teaching Staff	Attendance in school and in lessons is improved Attainment is improved	Measure outcomes Evaluate effectiveness	
	Strategic aim:	Students with SEN are supported well by highly trained staff, in and out of school, who know and understand their needs.			
Objectives:		Who:	How	Evidence of Impact	
A	Ensure Teaching Assistants are appropriately trained and deployed effectively, such that they have maximum impact on SEN students	SENCo	TAs are confident in their ability to support the students' needs TAs have a training schedule to match the learners needs Termly audit of impact proves positive Daily TA meetings inform the deployment of staff to ensure maximum impact	Less incident happening out of class due to frustration or disengagement	
B	All staff are trained on delivering Wave 1 and Wave 2 interventions to SEN students within their lessons. All staff are implementing their training in their planning and teaching	SENCo	Differentiated teaching and learning materials are evident and available for TAs LSAs TAs and LSAs are able to extract small groups to consolidate learning.		

C	Ensure good use is made of all external agencies to support students with their educational needs	SENCo	Met with LA SEN		
D					