

SEND Priority 2022 -23

Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (asks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Impact Monitoring (quality check/key questions)
<p>Priority:</p> <p>SEND Practice and Provision</p>	<p>(Increasing OFSTED focus on how schools deliver effective SEND learning across the curriculum – key OFSTED questions: is the curriculum effectively developed and its implementation adapted for pupils with SEND? Does the curriculum fully prepare pupils with SEND for their next stage of learning?)</p> <p>Focus on SEND actions following Trust SEND Review.</p> <p>From Sept 22 ensure SEND provision is of the highest quality in terms of planning and quality of staff. Most highly qualified staff must be working with SEND. Key group is SEN support</p> <p>All teachers take responsibility for</p>	<p>Ensure that all teachers are responsible for the progress and attainment of our pupils with SEN.</p> <p>Focus on all SEN pupils learning to read – identifying the lowest 20% and supporting daily with reading and interventions.</p> <p>Effective use of LSAs in the classroom.</p> <p>Positive work with parents/external agencies to evidence improvement in provision outcomes for SEND pupils.</p> <p>Support LSAs to use scaffolding to ensure all pupils are able to access the full curriculum encouraging independent skills and moving from 1:1 to small group.</p>	<p>Training:</p> <ul style="list-style-type: none"> • CPD focus on Role of the Teacher with regards to SEND • SEN Services CPD termly – Dyspraxia and Dyscalculia • Trust and internal SEN Training for all staff • VL metacognition training module • SSS safeguarding training • Mental health and Well-being • Elsa/TIS/Emotion Coaching <p>Actions:</p> <ul style="list-style-type: none"> • Expectation that pupils with SEND will make progress linked to their starting points in reading. Meeting or surpassing targets set by SENCO. • Possible SEND focus included in Performance Management for all staff. • Encourage pupils with SEND to attend enrichment activities – keep evidence • Trust SEND Review completed by internal SIP & SEN Services • Audit and review of SEN Register including entry and exit criteria. • Ensure Provision Maps targets reflect the primary need of the child • Provision Maps are clearly linked to provision and interventions. • Teachers to share Provision Maps termly with parents and record parent voice. Ensuring signed copies returned to SENCO 	<ul style="list-style-type: none"> • Pupil conferencing demonstrates majority of SEN pupils know their targets and what the plan is to achieve them. • Pupils demonstrate awareness of their SEND and take responsibility for meeting their own needs to become an independent learner. • SEND pupils to feel empowered and more confident in making contributions throughout the school day and to school life. • Pupils feel confident to join their annual review/provision map meeting etc. They feel part of the process and are able to identify what helps them and what does not. • Children have Provision maps which have SMART targets. • Parent voice questionnaire shows 	<p>Consistency across the school demonstrated through for provision for SEN pupils -learning walk evidence – displays of values and VL resources.</p> <p>Increase in staff confidence and awareness of SEN and potential provision.</p> <p>Triangulation of pupil progress, provision maps and observations to monitor effective provision.</p> <p>Parents agree that the school helps pupils with SEN do well and support is good for their child.</p> <p>Teachers – lesson observations demonstrate teachers teach pupils with SEN – that they are taught regularly by the highest qualified staff.</p>



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	<p>SEND pupils. This will be done through regular CPD for all staff. Continue to develop QFT for all children.</p> <p>Develop staff understanding of Graduated Response.</p> <p>Extra-curricular programme promoted to SEND pupils to enrich all aspects of school life and feel part of a community e.g. before/after school clubs</p> <p>Staff have a better understanding that behaviour is an expression of unmet need and are better able to identify area of need for children.</p>		<ul style="list-style-type: none"> • All interventions are monitored using start and end data. Ensuring interventions add value and accelerate progress for pupils. • Monitor SEN attendance. • SENCOs to monitor data drops termly including B Squared. • Adapt knowledge organisers to meet the needs of learners e.g. Widgeit / Communicate In Print • Increased expectation that class teachers take full responsibility for learners with SEND e.g. class teacher supports pupils with SEND at least weekly for English and Math. • SENCOs to ensure Access Arrangements requests are consistently recorded and reported for SATs. Assessments available to support -DASH • Develop SEN pupil voice further to contribute to school improvement e.g. School Council • SENCOs to conduct termly monitoring e.g. book scrutiny, learning walks, SEN Record reviews, Provision Maps • SEND pupils discussed through termly pupil progress meetings • SEND Governors to ensure termly meetings with SENCO to update and deepen understanding of need. • Governors provide the role of a 'challenging but critical friend and hold SENCO to account'. • Staff skills audit (Teachers & LSAs) to be completed Summer 23 to inform future CPD <p>Resources:</p>	<p>developed positive provision for SEN pupils</p> <ul style="list-style-type: none"> • SEND Parents attend regular meetings across the year so they are kept up to date with their child's progress. • All teachers are skilled so that every teacher is a teacher of SEND and can effectively deploy and line manage LSAs • All staff demonstrate the highest of expectations, in line with CORE values, for SEN pupils and their learning experiences. • Teacher voice shows increased understanding of provision for pupils for SEN • Staff feel better equipped to provide Wave 1 (QFT) for all SEND pupils in their class. • Support strategies, scaffolding and equipment are employed to help children become more independent with their learning. 	<p>All pupils, including those with SEN are taught learning dispositions through the promotion of independence and resilience – e.g., through reasoning, problem solving and application of knowledge and skills (wisdom).</p> <p>Consistency across school demonstrated in application of SEN Policy and practice – learning walks, LOs, Conferencing.</p> <p>IPMs are accurate with targets related to pupils primary need.</p> <p>Attendance: EWO reports demonstrate improved attendance and impact of attendance initiatives on raising attendance of pupils with historically low attendance.</p> <p>SEN Pupil conferencing.</p> <p>Parent surveys.</p> <p>Governors – meet with SENDCO to discuss progress and</p>
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