

Focus Priority 3	Improving support and outcomes for SEND pupils - Effective interventions for all pupils lead to good or better progress. Mental health and well-being strategy formalised and embedded.
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What will be different for children (emphasise learning & achievement)? Ofsted category cross reference: 01 02 03 04 Ofsted Areas requiring improvement: T,L,A&O 1. B1. EY1.	The progress of SEND pupils to be at least in line with progress of non-SEND children. Children with SEND will have clear targets which are SMART and are known by any adult working with them. These targets will be focussed on relentlessly until achieved, resulting in better progress and outcomes for the children. Additional support for children with SEND within whole class lessons will be evident and based around the child's targets. Quality interventions targeted at children's needs evident in all year groups across the academy. These interventions will show children progressing through the year, interventions that are not contributing to progress will be adapted or changed for interventions that do. Academy identification of children with SEND will be swift and accurate, with effective provision put in place promptly. A cohesive mental health strategy in place, whereby all children have access to regular, high quality mental health sessions, focused around themes such as kindness. This mental health strategy will be evident throughout the school, including assemblies, displays and within classrooms.
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Targets	Success criteria
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1. To target specific pupils where progress has been slower than that of their peers	
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Progress for 2017/18 using Symphony Assessment

2017/18 Progress	Reading		Writing		Maths	
	SEND	Non send	SEND	Non send	SEND	Non send
Y2 2018	5.17	6.04	4.92	5.91	6	6.17
Y3 2018	5.56	5.54	5.56	5.82	5.44	5.9
Y4 2018	4.13	6.06	3.33	5.72	4.25	5.37
Y5 2018	5.71	6.15	5.76	6.15	6.06	6.2
Y6 2018	5.7	6.13	5.7	6.11	5.4	5.91

A new assessment tool has been introduced this year, Educater. Expected progress using this system is 3 points (Y2 to Y6) and 2 points (Y1).

2. Progress of SEND pupils is at least in line with their peers
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Educater Progress	Y1	Y2	Y3	Y4	Y5	Y6
December 2018	Target 0.67 Actual R W M	Target 1 Actual R W M	Target 1 Actual R W M	Target 1 Actual R W M	Target 1 Actual R W M	Target 1 Actual R W M
April 2018	Target 0.67 Actual R W M	Target 2 Actual R W M	Target 2 Actual R W M	Target 2 Actual R W M	Target 2 Actual R W M	Target 2 Actual R W M
July 2018	Target 0.66 Actual R W M	Target 3 Actual R W M	Target 3 Actual R W M	Target 3 Actual R W M	Target 3 Actual R W M	Target 3 Actual R W M

- 🎯 The progress of the majority of SEND pupils to be at least in line with progress of non-SEND children. (SC1)
- 🎯 Children with SEND with have clear targets which are SMART and are known by any adult working with them. (SC2)
- 🎯 Additional support for children with SEND within whole class lessons will be evident and based around the child's targets. (SC3)
- 🎯 Quality interventions targeted at children's needs evident in all year groups across the academy. (SC4)
- 🎯 Academy identification of children with SEND will be swift and accurate, with effective provision put in place promptly. (SC5)
- 🎯 A cohesive mental health strategy in place across the academy. (SC6)
- 🎯 The views and voice of SEND children will be clear and acted upon. (SC7)

Key People	Funding & Resources			
<p>Ian Pearson – SENCO, behaviour lead</p> <p>Sarah Whiteman – reception + KS1 strategic leader</p> <p>Year group leads- Dani Holmes, Tom Mills, Petra Williams, Linda Embling, Jo Costanzo,</p> <p>Core curriculum improvement leaders (Sarah Whiteman, Linda Embling)</p>	<p>PIXL LORIC scheme – PiXL</p> <p>Funding for vulnerable groups</p>			
Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed
Mapped out diary of all annual reviews, HNF renewals, etc.	IP	HS	Oct	
Check SEND information report, website, etc are compliant	IP	HS	Oct	
Create a comprehensive provision map of all interventions	IP	HS	By Dec	
New procedures and paperwork in place for: Cause for concern forms, Children’s target records, PSP, Pupil passports/profiles and additional needs sheets	IP	HS	Sept	
Review all additional needs plans for SEND children, discussing any need adjustments with class teachers	IP	HS	½ termly	
To ensure targeted interventions written by class teachers are in place for all SEND pupils that are demonstrate clearly how impact on children’s progress will be measured	IP	HS	Oct	
Monitor Additional needs plans, intervention in each class and additional plans for SEND pupils- are pupils getting what is on their plans? Is it effective? What needs to change?	IP	HS	Weekly	
To observe the use of additional needs plans in classes weekly	IP	HS	Ongoing	
Progress of SEND pupils to be tracked ½ termly using educator system- further interventions to be made if needed –progress to be equal to that of non-SEND pupils on almost all occasions	IP	HS	T1 T2 T3 T4 T5 T6	
Update the SEND list to ensure it is reflective of current need	IP	HS	Sept	
New procedures and paperwork in place for vulnerable groups	IP	HS	September 2018	
SENCO surgeries occur weekly and teachers come with a concern form and discuss individual children.	IP	HS	September and ongoing	
Weekly inclusion team meetings	IP	HS	October	
Research and put in place in school screening and assessment tools	IP	HS	Dec	
Year groups to put in place effective provision for all vulnerable groups which is reviewed and adjusted regularly as part of team meetings	LE JC DH TM	IP	½ termly	

Ensure analysis report of SEND tracking are produced and follow up discussions with class teachers take place	IP	HS	T1 T2 T3 T4 T5 T6	
Carry out termly pupil voice survey of SEND and EAL pupils and share findings with SMT and individual class teachers	IP	HS	Dec Mar May	
Introduce LORIC materials to staff	IP	HS	September 2018	
LORIC Materials to be used weekly as a PHSE session and also referred to in a high profile way outside these sessions	All class teachers	IP	From September 2018	
Lesson observations- to always include observation of how additional needs are being met- specific feedback given	IP MSW HS LE JW	IP	From September 2018	
Team meetings- minutes to show discussion and action for those pupils with additional needs	LE JC TM DH	IP/HS	From September 2018	
Meetings with parents of those children with additional needs	IP	HS	Ongoing	
Work and book scrutinies of those pupils with additional needs	IP	HS	Termly	

Evaluation:

*the majority of evaluation for focus priorities will be carried out by the SMT. This will be in the form of presentations to the SMT by improvement leaders - question and answer sessions will take place and follow up with be agreed.

December 2018:

April 2019

July 2019