

Area for focus – SEND

Outcomes for pupils – SEND						
OVERARCHING SUCCESS CRITERIA	<ul style="list-style-type: none"> • That outcomes for SEND pupils are at least in line with national outcomes and increasingly meet expectations for all pupils. • For SEND pupils to have the required level of support to ensure they are making better than expected progress • Attendance for SEND pupils is above national for all pupils • SEND pupils regularly access the “wider” curriculum 					
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For the new SENDCO's to be fully qualified as required by the DFE	For the newly appointed SENDCO and Nursery manager to undertake the qualifications to become qualified and gain recognised qualifications to undertake their new roles confidently.	To be reviewed every half term during the period of training to ensure staff remain on track to complete qualification and have sufficient time to complete the requirements of the course.	Both staff members successfully complete the qualification in the allocated time. Outcomes for SEND children improve due to increased knowledge of staff knowledge provided by well trained and qualified SENDCO's	Cost SENDCO qualification- EYFS – Free	SP and LH (Link Governor)	How much time is the new SENDCO being given to complete this qualification?
For the newly appointed SENDCO to feel supported and have a clear plan in place to ensure SENDCO pupils are making at least expected levels of progress.	To broker the use of an SLA to support the newly appointed SENDCO from STA SENDCO to attend all SENDCO termly update courses provided by STA to gain up to date information and gain links with other SENDCO's for support. SP to discuss links with SENDCO from William Reynolds Primary with SIP (Head of WR)	SP to contact SD from STA to arrange brokerage meeting in By SEPT 10 th , 2023. Further dates to be included following the meeting with SD. Dates for SENDCO updates to be added once published- SBM to book dates in SEPT 2023	The newly appointed SENDCO's feel well supported and a clear action plan is in place to ensure all necessary actions are being undertaken to ensure that SEND pupils are being well supported and getting the relevant support that they require to make at least expected progress. (Regular meetings with SENDCO)	Cost of SLA	SP and LH (Link Governor) SLA through the monitoring of the action plan created through the brokerage with STA	Can the SENDCO provide a verbal report of how the use of an SLA has supported him in his new role?
To improve the quality of teaching and learning for SEND pupils	Increased lesson observations and book scrutinies to be undertaken by SLT and SENCOS to ensure teachers are delivering quality first teaching to SEND pupils. Teachers to be given quality	% of children to be on track to achieve age expected outcomes in Reading, Writing and Maths at the end of each term.	100% of lessons are judged at least good with at least 40% being outstanding resulting in increased progress being made for this group of pupils	None	SIP and LA advisor through termly visit and monitoring of data	Can you explain how the new curriculum is supporting SEND children to make good progress?

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	<p>feedback with clear development points to be acted upon to improve practice. Increased use of pupil voice to assess the viewpoint of this group of pupils (CP and SP) Dates will be planned in on half termly planner.</p> <p>Staff to receive further training on adaptive teaching to ensure that they fully understand how to ensure SEND pupils are receiving appropriate teaching and learning which they are able to access and make at least expected progress.</p>	<table border="1"> <thead> <tr> <th></th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>Yr1</td> <td>62</td> <td>66</td> <td>70</td> </tr> <tr> <td>Yr2</td> <td>70</td> <td>72</td> <td>76</td> </tr> <tr> <td>Yr3</td> <td>70</td> <td>72</td> <td>76</td> </tr> <tr> <td>Yr4</td> <td>70</td> <td>72</td> <td>76</td> </tr> <tr> <td>Yr5</td> <td>72</td> <td>74</td> <td>76</td> </tr> <tr> <td>Yr6</td> <td>76</td> <td>78</td> <td>80</td> </tr> </tbody> </table>		Aut	Spr	Sum	Yr1	62	66	70	Yr2	70	72	76	Yr3	70	72	76	Yr4	70	72	76	Yr5	72	74	76	Yr6	76	78	80				<p>Governors through half termly meetings</p>	<p>How is adaptive teaching supporting SEND children?</p> <p>Demonstrate through pupils books the progress being made by this group of pupils?</p>
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<p>For interventions to be effective in increasing the progress being made by pupils ensuring</p> <p>All staff to have a clear understanding of how to deliver identified interventions.</p>	<p>Implementation of a clear plan of interventions that are to be conducted throughout school. These should be monitored regularly to ensure impact. English interventions to be monitored by NM/SP Maths to be monitored by NW.</p> <p>Interventions to be undertaken by dedicated TAs focusing on Maths and English – TA’s to be non-classed based so are able to focus solely on delivering interventions.</p> <p>Interventions should be clearly linked to the recommendations made by outside agencies such as LSAT and ED Psych. Interventions should be linked to the targets outlined on pupil’s IEP’s</p> <p>When reviewing consider the following Are they being delivered consistently? Are baselines gathered? Attendance logged? Staff accurately delivering the support?</p> <p>SENCO’s and LSATs to deliver relevant training to ensure all staff are aware of the interventions being delivered and how they should be delivered to maximise impact and progress for SEND pupils (AF)</p>	<p>Outcomes of interventions to be monitored fortnightly to ensure impact and collate evidence of the accelerated progress being made.</p> <p>SENCO to have booked relevant training with LSAT. By Sept 30th</p> <p>Training to be delivered to staff throughout the year dates to be provided once confirmed with LSAT</p>	<p>Interventions will be delivered in a skilful manner that maximises the impact of the intervention being undertaken and increases the progress being made by SEND pupils</p> <p>Interventions will not impact on SEND pupils receiving and participating in a full curriculum</p> <p>Interventions will be delivered in a skilful manner that maximises the impact of the intervention being undertaken and increases the progress being made by SEND pupils.</p> <p>Interventions will not impact on SEND pupils receiving and participating in a full curriculum</p>	<p>None – Staff already employed to undertake interventions</p> <p>None</p>	<p>Delivery of interventions will be monitored by SLT as outlined on half termly planner.</p> <p>Delivery of interventions will be monitored by the SENCO’s and SLT as outlined on half termly planner.</p>	<p>Can you demonstrate how the interventions being delivered to SEND pupils link to the targets identified on their IEP’s?</p> <p>Can you explain ow SEND children are still receiving a full curriculum whilst undertaking interventions</p> <p>Can you demonstrate how the interventions being delivered to SEND pupils link to the targets identified on their IEP’s? Can you explain ow SEND children are still receiving a full curriculum whilst undertaking interventions</p>

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To accurately measure the progress being made by SEND pupils	Devise a new system linked to the targets set on pupils IEPs in order to accurately monitor the progress being made by SEND pupils (AF and SLT)	A clear system to be in place by July 2023 this will be monitored and reviewed throughout the remaining of the academic year for impact	SLT will be able to challenge the progress being made by SEND pupils SEND pupils to make greater progress due to all staff having a clear understanding of progress being made	None	SLT through pupil progress meetings which are held every half term CM and SP through lesson observations and book scrutinies	How are pupil progress meetings being used to hold staff to account? What strategies are being used to ensure that children remain on track? How is the impact of interventions being monitored?
To improve the voice of pupils with SEND	SEND pupils to have regular opportunities to improve their ability to talk about their learning and how they are supported to make progress – Pupils need to be able to discuss their IEP targets and how work is addressing the targets etc IEP needs to be in pupils’ book so they are easily accessible for the pupils and all members of staff SENDCO to meet regularly with SEND pupils to discuss their learning – This should occur at least once half a term	SENDCO to organise a timetable to ensure all SEND pupils from Yr 1 -6 have an opportunity to discuss their learning and review IEP’s. During this time the SENDCO should discuss how pupils are feeling about school and their learning	SEND pupils are able to articulate their targets as identified on their IEP and how their work is helping them to achieve the targets set. Pupils express that they are happy at school and enjoy attending school – Record evidence on a pupil voice chart	None	SP through the records created by pupil voice and pupil surveys created for the SEND pupils	How are SEND pupils feeling about school? How do you know how SEND pupils are feeling can you show me the evidence to portray r

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To ensure that SEND parents have a clear understanding of the support that their child is receiving in school and how they can support their child in order to make better than expected	<p>All SEND parents to regularly have meetings with the SENDCO and Class teacher – Meeting with <u>all</u> SEND parents once every half term to review progress and IEP’s.</p> <p>During meeting parents to complete a questionnaire termly so Governors and SLT gain an understanding of how parents feel about SEND provision in school and use the information to improve practise</p>	<p>Meetings to be set every half term for academic year. Staff to be given time to attend meeting in school time.</p> <p>100% of parents to attend the meetings either virtually or in person.</p>	<p>SEND pupils to make better than expected progress due to additional support received from Parents.</p> <p>All stakeholders have a clear understanding of the targets being set for all SEND pupils and how the pupils are going to be supported to achieve these</p>	None	SLT Parent questionnaire to monitor the response	<p>What percentage of parents attend the workshops? How are you encouraging hard to reach parents to attend the parent meetings?</p>
To improve the attendance of SEND pupils to ensure this is in line with non-SEND pupils attending school and above national average for all pupils nationally	<p>SP to receive weekly attendance data for SEND pupils in comparison to non-SEND pupils. SP to have regular meetings with the parents of SEND pupils if attendance is below 96% to support and identify any issues that may be occurring. Meeting to occur as soon as attendance is below 96% to ensure that issues are addressed immediately, and attendance isn’t allowed to drop any further.</p> <p>Pastoral team to become involved if necessary.</p> <p>SP to make use of the EWO if concerns continue.</p>	<p>Daily register checks by SP and alerts made as outlined in the attendance policy. (SEPT 5th onwards)</p> <p>Weekly attendance info provided by admin comparing SEND with NON-SEND to ensure a gap doesn’t appear. Half termly review with SENDCO to assess the impact of attendance strategies being put in place.</p>	<p>That attendance of SEND pupils is in line with at least national for non-SEND pupils ideally 96% or above.</p> <p>No SEND pupils are listed as persistently absent.</p> <p>No SEND pupil progress is hindered due to poor attendance</p>	Non unless taxis are required to ensure pupils can attend school.	SIP and LA advisor through termly visit. Governors through half termly meetings	<p>What % of SEND children have attendance below 90% compared to Non-SEND?</p> <p>How are you supporting parents to ensure SEND children are attending school regularly?</p>

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To ensure SEND pupils can access homework and that the completion of this supports the progress being made by these pupils	Review of homework being given to SEND pupils to ensure that this is appropriate and linked to targets that have been met in school	SENCO to conduct a review of the homework that is being given to pupils to ensure it matches the needs of this group of pupils and where possible linked to the targets identified on pupils IEP Review to take place during the Spring term	Homework is supporting pupils to make progress Children are completing homework regularly as it is appropriate, and the outcomes are achievable for these pupils	None	SLT	What percentage of SEND pupils are completing homework? Is the homework linked to the targets on the children’s IEP?
To ensure that SEND children are fully engaged in the wider curriculum	Staff to actively recruit SEND pupils to after school clubs to ensure that a high percentage of these pupils. SENDCO and SLT to ensure ALL SEND pupils attend residential regardless of cost. SEND pupils attend a sporting event outside of normal school hours SEND pupils to be given opportunities to take on large roles in class assemblies, school productions and CWGT	SENDCO to monitor the percentage of SEND pupils engaging in additional curriculum activities every half term and use information to target pupils who aren’t engaging in identified activities	All SEND pupils to attend at least one club during the academic year. All SEND pupils to attend residential trips in Years 4 and 6 All SEND pupils from Year1 – Year 6 attend at least 1 sporting event outside of normal school hours during the academic year	£ 4000 to be budgeted for cost	SP and SLT	Can you demonstrate that all SEND children have attended an after-school club? What strategies have you put in place to support children with SEND attend clubs? How many SEND children attended Arthog?