



Priority	Actions	Dates	Staff	Outcomes / Impact
<b>Embed leadership and management of Inclusion across all levels</b>	<p>Roles and responsibilities for lead staff (literacy and numeracy) are revised and aligned</p> <p>Communication protocols supported by revised documentation are in place</p> <p>Regular meetings between AHT SEND Inclusion and TAs / teachers secures information exchange and informs action planning</p> <p>Closer liaison between SEN and class teachers through attendance at Annual reviews, SEN / Link meetings and Pupil Progress Review meetings</p>	Oct 18	<p>MB</p> <p>SLT</p> <p>MB</p> <p>All staff</p>	<p>Staff updated on a half termly basis regarding SEND/Inclusion needs ensures targeted support is bespoke</p> <p>Increased progress is sustained</p>
<b>Secure accountability at all levels</b>	<p>All staff have PM target for identified groups, linked to closing achievement gaps, for 2018/9</p> <p>HT / AHT Inclusion SEND meetings follow monitoring and evaluation schedule</p> <p>SENDCo leads progress reviews of specific cohorts as part of school self-evaluation process</p> <p>SEN (Learning and Behaviour) pupils have named lead support who reports directly to AHT</p> <p>Minutes of TA meetings are shared with HT and progress against planned actions is reviewed as part of weekly 1:1 meetings</p>	<p>Feb 19 to Sep 19</p> <p>Academic year 18/19</p> <p>Sep 18</p> <p>Weekly</p>	<p>SE/MB</p> <p>MB / learning mentor</p> <p>MB: TAs</p> <p>MB / SE</p> <p>SE</p>	<p>Mid year performance management review shows progress towards achievement</p> <p>Increased hours with EP enables more precision teaching</p> <p>Improved access to more specialist resources, eg. PoR; RWI; aspirational environments for interventions to take place</p>

<b>Use of data to identify students, inform target setting and track progress</b>	<p>Baseline data for all SEN learners is collated in a single SEND Register and disseminated to all staff, with termly updates following PP reviews / EP updates etc</p> <p>SEN data is reviewed termly: attendance, progress, achievement, behaviour</p> <p>SEN data review informs TA deployment and external services</p> <p>CPD for all staff to implement smart target setting and improve rigour and focus of IEPs</p> <p>Half termly SEN / staff meetings track pupil progress and inform class intervention</p> <p>Reading and spelling baseline tests are completed in Sept and June: outcomes disseminated to all staff and inform provision</p> <p>Data is used to inform and steer EHCP application in timely manner</p>	<p>Sep 18</p> <p>Dec 18</p> <p>Sep / Oct 18</p>	<p>MB</p> <p>MB / Learning mentor</p> <p>MB</p> <p>SLT</p> <p>Lit / Maths leads</p> <p>MB</p>	<p>Target tracker used to identify key pupils and gaps in learning, sustained progress and attainment raised</p> <p>Moderation includes SEND pupils</p> <p>Interventions are planned using data and gap analysis Review next steps are actioned Adapt exam conditions to suit SEND pupils Work in partnership with LA to ensure EHC Plans are successful</p>
<b>SEN / behaviour support input secures measurable impact student progress</b>	<p>TA deployment is mapped according to pupil need</p> <p>Impact of TA deployment is reviewed half termly termly</p> <p>SEN tracking sheets and annual reviews are revised to evidence measurable progress</p> <p>SEN support is accurately targeted at specific area of need as identified by robust analysis of a range of data</p> <p>All mentoring sessions are recorded in terms of outcomes and next steps</p> <p>Development of a detailed programme of interventions for pupils who present specific challenges</p>	<p>Sept 18 Nov 18 Jan 19 Feb 19 Ongoing</p> <p>Half termly</p> <p>Weekly</p> <p>Half termly</p>	<p>Class teacher</p> <p>MB</p> <p>MB</p> <p>MB</p> <p>Learning Mentor</p> <p>MB/PL</p>	<p>Review of TA impact shows that they are working effectively with targeted children Progress is rapid and sustained</p> <p>Interventions link with class support Clear next steps are identified and actioned</p>



<p><b>Whole school provision for Inclusion is embedded in classroom practice</b></p>	<p>SLT self-evaluation provide evidence base for use / impact of in class support</p> <p>CPD for staff on effective use of additional adults and use of data to support SEN</p> <p>Whole school model for use of additional adults is revised</p> <p>Whole school short term planning template evidences planned use of additional adults and use of data for SEN students to tailor provision</p> <p>Role of and CPD for TAs is enhanced to secure improved progress and engagement of pupils, including small group interventions</p> <p>Subject Leads monitor and quality assure provision for target groups of learners and provide bespoke support and guidance relating to their subject area</p>	<p>Sep 18</p> <p>Weekly sessions</p> <p>Sept 18</p> <p>Half termly Weekly sessions</p> <p>Monitoring Schedule</p>	<p>SLT</p> <p>MB/SE</p> <p>SE/MB</p> <p>MB</p> <p>MB / SE</p> <p>All leads</p>	<p>Free access to clubs and activities is measured and targeted to ensure equal access</p> <p>Topic and thematic learning imbeds key skills across the curriculum</p> <p>Pupil Premium pupils with SEND are tracked separately &amp; resources allocated</p>
<p><b>Targeted provision for students with additional literacy needs</b></p>	<p>Review role and responsibility of Literacy Lead to secure whole school literacy development: ref: budget, CPD, intervention planning, tracking, QA provision</p> <p>Literacy lead and SENDCo work collaboratively to assess reading and spelling levels, plan co-ordinated intervention and CPD for staff as part of whole school focus to develop functional literacy for all</p> <p>EAL students are identified, needs assessed and intervention planned</p> <p>All staff receive guidance / support to meet the needs of EAL students</p> <p>Below expectation learners in Literacy are supported to "catch up" through One to One tuition and use of Accelerated Reader</p>	<p>Sep 18</p> <p>Review half termly</p>	<p>MB/PL/ RD/SE</p> <p>RD/MB</p> <p>Learning Mentor</p> <p>RD</p>	<p>RWInc; PoR</p> <p>Staff meeting 'book looks' inform future planning</p>



<p><b>Monitoring and evaluation processes are secure</b></p>	<p>Specific monitoring and evaluation activities in relation to SEND are planned in each term, as part of whole school practice</p>	Sep+	SE	<p>Review of SEND procedures remains fit for purpose &amp; impacts on progress</p>
	<p>SENDCo undertakes half termly monitoring and evaluation activities of TA work, both within classrooms and in withdrawal interventions, as part of whole school programme</p>	Half termly	MB	
	<p>Outcomes of SEN monitoring are shared with SLT and action points agreed</p>	Weekly	MB	
	<p>SENDCo and SLT LM ensure that changes to policy and practice are consistently and effectively implemented</p>	Half termly	SE/MB	
	<p>SLT reviews Inclusion policy, practice and quality of provision as part of annual self review processes</p>	Annual review cycle	SLT	
	<p>Peer review of standards and provision for SEND is planned for summer term, external validation.</p>	May 19	MB	