Strategic Priorities – SEND (2017-18)

Whole School targets

- Improve Outcomes for SEND Students and ensure we are statutorily compliant in meeting their needs

Priority	Action Steps	Cost	Intended Outcomes	Monitoring/Evidence
All SEND students to make the same or better progress than non SEND students through outstanding Quality First Teaching (QFT)	Accurate and informative SEN register, with E/K/Q and V codes, so that staff working with students have the information they need in order to plan and deliver differentiated lessons.	Staff time	All SEND students to achieve a Progress 8 score to be positive. For English SEND students to achieve an attainment 8 score of 4.7 For Maths SEND students to achieve an attainment 8 score of 4.1 For Open Bucket SEND students to achieve an attainment 8 score of 5.2 For 22% of SEND students to achieve 5+ English and Maths Basic Teaching staff will feel more confident in their ability to meet the needs of all learners	SEND register complete and matches SIMS SEND actions spreadsheet completed by SENDCo and admin support team My profiles linked to Sims/Pars/SNED Register Monitor SENDCo concern forms Incremental Coaching Observations
	My Profiles for all EHCP/SENK students to explain what differentiation is required in the classroom	Photocopying hard copies – one master copy for each department		
	3 sessions of whole school training focused on supporting students with SEN	Staff time and possible costs for external providers		
	SEND developments and good practice shared through the Leadership Development Meetings	Staff time and photocopying if appropriate		Leadership Development Meeting Agenda and Minutes
	Drop in days to evaluate the support provided to students with My Profiles			Drop in day analysis shows how students needs are being met

	Attendance of SEND students monitored by SENDCo. - Bespoke strategies to be put in place in consultation with Attendance and HOY team	There may be additional costs eg transport dependant on the issue raised. These may be met by SEND funding.	All SEND students have an attendance figure of 95% or above	Attendance analysis Attendance reported on in my plan meetings
	TA's to work within the new standards and engage in Incremental Coaching to record their professional development	Cover costs to allow SENCO to carry out observations	SEND staff feel empowered and confident	Completed IC Documentation
	TA's to contribute to the annual review process for all EHCP Students	No Cost		TA contributions recorded with each EHCP annual review.
	Ensure students are appropriately assessed for exam access arrangements and access arrangements implemented for each exam series	Cost of assessment tools to ensure standardised assessments	All SEND students to make the same or better progress than non SEND students All SEND students to achieve 3 levels of progress or better in English and Maths	Exam Access Arrangements documentation – Form 8's Psychometric Assessment documentation. Student discussion notes
	Staff member to complete the exam access arrangements assessors course	Commencing June 17 - £3000	All SEND students to achieve a Progress 8 score in line with national expectations	
	Use of ICT to support students entitled to readers in exams	Annual license for Read Write £1800 Head Phones for Student Use in SEND Department or with Chrome Books – Approx. 10 pairs - £100	SEND Students feel confident in the support available to them in their exams.	

SEND students identified on all whole school documentation/analysis	SEND students to be identified on ALL school documentation including ATL department reports in order to raise the profile of SEND students and inform teaching staff of the needs of SEND learners, as well as increasing the monitoring of the progress of SEND students	None	Increased awareness of SEND students, which will help to narrow the gap between SEND students and non SEND. Areas of development will be identified by analysis and strategies developed to address them	SEND students identified in student information provided to staff SEND Students identified at ATL meetings with RSL.
SEND students offered a range of courses that will enable them to demonstrate achievements eg ECDL, ASDAN	As part of any curriculum review, assess the needs of SEND learners to achieve incrementally &/or at the correct level for them to make progress.	If new courses are introduced there may be training needs.	SEND students and their parents will show an excellent level of satisfaction with the provision the school offers and students will achieve in a broad range of ways.	SEND option choices and examination results
	Students provided the opportunity to develop softer skills such as making and maintaining friendships	Resources to support delivery of appropriate sessions. TA hours to deliver small group interventions.		
Improve the attainment of students on medical out reach	Embed use of a proforma for staff to inform outreach tutors about course details	No Cost	Students on medical outreach will achieve in line with expectation or better, depending on individual circumstances.	Outreach students' exam results. Observation of outreach tutors.
	Increase communication between outreach and main stream staff.	No Cost		
	Create a register for outreach students and record progress, difficulties etc	Staff time to maintain this.		

	Monitor the performance of outreach tuition on a PS cycle, with transition plans for return to mainstream via G21.	Staff time to meet with parents if needed.		
	Adjust the ATL reporting system to support outreach students	No Cost		
SEND students are proportionally represented on all school bodies	Encourage, using amongst other strategies, the whole school growth mindset approach, SEND students to apply for and take on responsibilities related to Student Voice.	None	The proportion of students in any student Voice group or activity is the same or greater than the SEND proportion of the school body as a whole	Data analysis
Improve communication with parents of SEND students	Review SEND Information report	No Cost	SEND students and their parents will show an excellent level of satisfaction with the provision the school offers	IC observations
	Parents will be notified about ALL visits from external agencies in advance of the visit	Admin time to support sending of letters in a timely manner.		Parent questionnaires
	All initial concerns will be recorded and attached to students profiles on sims	Admin time to support		My Plan meeting notes
	Embed the use of SEND concern forms and a system that monitors the progress of the concerns raised through to a conclusion	No cost		Intervention records
	Three in depth discussions following the My Plan format with ALL Parents of SEN students across the year	Photocopying of documentation. Admin time to support the arrangement of meetings.		

	Three informal drop in evenings for parents of students with SEN to allow questions to be asked or comments to be shared	Cost of refreshments	
	All out of class interventions to be time restricted with clear aims set in advance and progress monitored through the use of intervention records – To be shared with SENDCO at the beginning of intervention and at end of time allocation with clear impact data to comment on progress.	Time for SENCO to meet with staff delivering interventions to ensure that expectations are clear. Photocopying costs.	