

Area of focus: SEND action plan	2022 2023	Overall target: To ensure that all pupils with send make good progress and meet expected standards so that the gap between SEND and non send pupils are reduced or eradicated.					
Current Situation/Critical Analysis		Supporting Evidence			Required Changes (particularly teaching and learning)		
<ul style="list-style-type: none"> SEND data is showing progress for SEND pupils but not meeting expected at KS1 or 2 statutory data or internal monitoring Use of tutoring bridging some covid gaps which has been successful, however some SEND pupils are still falling behind Audit shows that reading could be more specific and explicitly targeted with daily reading to support accessing the curriculum for SEND Increase in technology could support SEND pupils accessing the curriculum more than is currently Need to develop precision teaching to support pupils with specific learning difficulties Audit of quality first teaching in classes to ensure support and differentiation is targeted. TA are experienced but may require specific cpd to teach maths or writing on one to one or small group basis. SEND support developing skills to plan for interventions and provision mapping. Pastoral support developed well and need to plan and deliver academic interventions with baselines and post intervention assessments. HT as senco can lead to time restrictions and monitoring challenges. Look to train ECT teacher to support as SEND for succession planning and to provide pupils champions The IEP process we have has improved over the last couple of years for targeted interventions and personalised goals (small steps and measurable) however pupils and parents are not as involved as would be excellent practice and we have the need for a more workable SEND IEP to ensure children's targets worked on and moved on from routinely. 		<ul style="list-style-type: none"> Pupil questionnaires Parent interviews School resources Teacher assessment data Walkthrough, observations and work scrutiny 			<ul style="list-style-type: none"> Benchmarking of all children pre and post interventions Moving children on goals/ targets more timely through new IEP process which records real time interventions and reflections of pupils, teachers and parents Identification of gaps and in class or out of class intervention and monitored regularly Assessment planned of how send pupils access the curriculum effectively To drive reading and use of technology to enable all pupils to access curriculum successfully To ensure send pupils have high self esteem through development of talents and skills in all/any curriculum subjects so they can excel Academic intervention in class and out of class Use of EEF and published texts to inform successful practice Monitoring increased 'through the eyes of a child' Maths and English specific interventions that directly impact on class work and progress 		
Actions (including staff training needs)	Leader	Others involved	Time Scale	Costs £	Time/ Resources	Success Criteria/Intended Outcomes	Progress
To use research EEF and Inclusive classroom and our recent CPD on metacognition and cognitive load theory <ul style="list-style-type: none"> ECT to review all EEF documentation and apply relevant to impact highly on pupils progress (change to shadow SENDCO due to loss of staff member in Nov 2022) 	AM/VG/ subject leaders		Aut/spring 3 staff meetings	500	Research and implementation	<ul style="list-style-type: none"> Suite of packages that staff can access for specific and targeted key skills in maths and English Send pupils gaps are identified and addressed Monitoring evidences all pupils accessing the curriculum 	Completed at Inset and 2 staff meetings updates through year so far

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<ul style="list-style-type: none"> Plan staff meetings to cover the use of differentiation in class to ensure all pupils access and high expectations for all 						<ul style="list-style-type: none"> Use of ICT to support inclusion Children will progress well and in line with non send Gaps in learning will be targeted to be met and we will use assessment to monitor success .To evidence that all send pupils have identifiable goals to ensure high expectations Be able to measure impact of interventions 	
<p>To review SEND policy and gov reporting to ensure fit for purpose in light of school bus subscription and up to date thinking.</p> <ul style="list-style-type: none"> Ensure all staff are using the plan do review approach A thorough flow of what to do on identification for reading, writing and maths (create with VG) What interventions will we need from our mapping document. CPD if necessary from send behaviour consultant in relation to class adaptations Use of dyslexia specialist for individual TA training after whole school CPD last year How will we record, reflect and move on from impact of interventions How do we ensure interventions provide transferrable and independent skills so that children continue to use intervention learning in independent skills 	VG . AM		Autumn	Time only	Meeting time	<ul style="list-style-type: none"> All policies and procedures represent fully high quality send provision and ensure all stakeholders are confident in them To ensure send gov is knowledgeable about the needs and strengths at Bretherton To ensure full govs are informed about progress and standards in area of send Pupils with send access highest quality professional support as and when required TA's further developed in areas of send Send pupils are supported with transferrable skills and knowledge for independent learning. 	Completed policy and updates to send governor Dyslexia specialist in school with TARDIS staff CPD training booked.
<p>CPD for send support TA to ensure high quality academic interventions which involve a benchmarking assessment at the start and to support planning for smart targets by SEndco and teacher so child can catch up/</p> <ul style="list-style-type: none"> Use of abacus / mastery in maths and white rose and nctem mastery understanding 	AM /VG all TA's	NS/ JC	By end spring	£250	Targeted support HT and Tardis	<ul style="list-style-type: none"> Send support staff feel confident at benchmarking and delivering intervention in maths, English and reading Suite of expected interventions to offer academic intervention to close gaps in learning Monitoring evidences TA offer targeted and progressive interventions planned by teachers or CT 	Done through tutoring so not completed by send ta. To look at using ECT teacher next year to support academic after success in tutoring

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<p>Close monitoring and evaluation of send pupil progress through a more 'hands on' IEP process.</p> <ul style="list-style-type: none"> - Review iep documentation that can be produced into a working document (twinkle) - Links to TA intervention schedule document – how to incorporate within the booklet - Staff training with all TA's - Pupils and parents advised and involved - VG and AM to design and children feedback - Increased pupil voice - To develop monitoring documentations with individual watch for send pupils - 	AM JC VG		Ongoing	Nil	Schedule d review and pupil progress meetings with books	<ul style="list-style-type: none"> • All children including children with send progress well. High expectations for all pupils. • New IEP working document will involve children, parents and all staff working with children accessing regularly so targets can be adapted and moved on more timely fashion. 	Send children results not in line with non send – year 6 showing progress but not at achieved especially in writing. Fundamental overall of interventions- Top priority targeting all send pupils with independent plans and overall of the PDP and ongoing uses
<p>Development of succession planning and professional development of new sendco, shadowing and monitoring existing sendco/Ht in order to maximise championing and monitoring send pupils progress.</p> <ul style="list-style-type: none"> - Sendco to meet with HT weekly/fortnightly within given time to set and train on systems - Sendco and sendco in training to meet with SEND Gov/provide report once a term as currently doing and lead to send annual report(to be written with VG ongoing) - Sendco and SEND TA to continue to promote pastoral wellbeing support - Sendco in training to attend governor meetings at least once a year to feedback on standards and outcomes for SEND pupils. - Sendco in training to support in the writing of the information documents, send policy. Local offer; send gov termly reports 	AM VG		Through out the year with explicit targets and transfer of role	£3500		<ul style="list-style-type: none"> • New sendco feels confident at fulfilling the role • New systems and processes are scrutinised to ensure that they are effective at progress for all send pupils 	
Total Costs				£4250			
Procedures for Monitoring Actions				Procedures for Monitoring Impact			
<ul style="list-style-type: none"> • SL walkthrough • SLT agenda item termly • Gobs reporting termly • Subject action plan • EP reports - 				<ul style="list-style-type: none"> • Pupil questionnaires • Parental Questionnaires • LMS reports • Gobs minutes • Website coverage and gallery • Provision mapping 			

		<ul style="list-style-type: none"> Internal data
Milestones		
December	April	July
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