



## SEN Development Plan 2020-2021



### Taken from SDP Improvement Area 1

<b>Priority 8</b>	<b>Improve the performance of disadvantaged pupils and those with SEND so that average progress measures are above national at all Key Stages.</b> [CST Strategic Priority 1.2]
<b>Intended Impact</b>	<ul style="list-style-type: none"> <li>Evidence-based provision is in place for disadvantaged and SEND children.</li> <li>Children's outcomes improve</li> <li>All stakeholders are responsible for the progress and attainment of disadvantaged and SEND children</li> </ul>

Priority 5: Actions & Implementation	When	Who	Resources / cost	Monitoring (what/when/who)	Evaluation (what/when/who)
Differentiation and Interventions will be assessed and monitored to ensure a positive impact on pupil progress.	Sept 20 Onward	SENCo	Staff time	SENCo will observe class teachers and Support staff to ensure appropriate provision or advise on improvements. Attend pupil progress meetings. Sept 20 Onward	Lessons will be appropriately differentiated and support will have impact as evidenced via learning walks and observations SENCo & SLT - Termly
SENCo to review the school Intervention plan and to re-allocate resources in a more impactful way.	Sept 20	SENCo HT/DHT	Staff time	SENCo will observe class Support to ensure appropriate provision or	Lessons will be monitored and support staff will have impact as



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				advise on improvements. Sept 20 Onward	evidenced via learning walks and Pupil Progress SENCo & SLT - Termly
Learning support is reviewed in line with the needs of all classes and necessary additional recruitment is determined based on need	Sept 20 Onward	SENCo HT/DHT	Via Trust Support offer	Trust SEN Lead to work with SENCo to ensure support is appropriate. Term 2 onwards	Pupil Progress for Disadvantaged pupils will be expected or better SENCo & SLT - Termly
Learning support is targeted effectively to meet the diverse needs of the pupils.	Sept 20 Onward	SENCo HT/DHT	Staff time	SENCo will observe class Support to ensure appropriate provision or advise on improvements. Develop and create small gardens to accommodate high needs students, ensuring quality provision for SEN. Sept 20 Onward	Pupil Progress for G&T & Disadvantaged pupils will be expected or better SENCo & SLT - Termly
Children's with EHCP's will have an Individual IEP that is reviewed half termly.	Sept 20	SENCo /Class teachers	Staff time	SENCo will develop document, train and share with class teachers	Evaluate progress against EHCP objectives



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<p>Ensure that on application of EHCP's all submissions will request additional funding.</p>	<p>Term 1 - ongoing</p>	<p>SENCo</p>	<p>Staff time</p>	<p>SEN admin will compile costing of provision and share with SENCo. SENCo will make formal request for additional funding with costings, evidence and impact.</p>	<p>Receive additional funding for students with EHCP's. Evaluate provision Term 6 against EHCP objectives.</p>
<p>Ensure that all SEN children receiving additional input tracked and Individual Children have costings recorded inline to support EHCP provision</p>	<p>Term 1- ongoing</p>	<p>SENCo</p>	<p>Staff Time</p>	<p>SEN Admin will track and record costings. SENCo will track and record provision. SENCo will evaluate the effectiveness of provision.</p>	



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### Taken from SDP Improvement Area 3

<b>Priority 2</b>	<b>All pupils are tracked for their personal and social development linked to improved learning outcomes</b>
<b>Intended Impact</b>	Learners progress is captured in all areas so that the full impact of their time in school is measurable.

Priority 2: Actions & Implementation	When	Who	Resources / cost	Monitoring (what/when/who)	Evaluation (what/when/who)
Social and emotional baselines to be developed and used to track progress in social and emotional development interventions.	Term 1	SENCo /Inclusion	Staff time	All students who access social and emotional development interventions will have a baseline completed by the class teacher. This will be evaluated after a block of sessions and information will be transferred to the provision map and intervention tracking sheets to access impact and progress of individuals.	SENCo/Inclusion to review the tracking tool and impact on Pupil progress and development within interventions. To analyse impact across core areas of learning (Term 6.)



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<p>Parents and pupils are clear about the progress they are making through the use of clear targets and tracking linked to personal development.</p>	<p>Term 2 Parents Evening</p>	<p>Teach ers</p>	<p>Staff time</p>	<p>At SEN and Disadvantaged pupils' meetings the Tracker will be used to evidence progress of pupils.</p>	<p>SENCo will gather feedback on the use of the Tracker from all stakeholders during the academic year before feeding into the review in term 6</p>
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### Taken from SDP Improvement Area 3

<b>Priority 2</b>	<b>Pupils have well developed and effective learning skills and ways of self-regulating their learning and social behaviours.</b>
<b>Intended Impact</b>	<ul style="list-style-type: none"> <li>• Learners behaviour both in class and outside promotes learning and creates a positive atmosphere throughout the school.</li> <li>• Attitudes to learning are improved</li> <li>• Children's personal and social skills are improved through direct teaching</li> <li>• Children to develop independence in their learning (Small Garden)</li> </ul>

Priority 3: Actions & Implementation	When	Who	Resources / cost	Monitoring (what/when/who)	Evaluation (what/when/who)
To train staff to identify 'behaviour' as a means of communication through inset training.	Term 1 onwards	SENCo /RK*	Staff time	To monitor CPOMs incidents and needs audits to identify children that require further support to communicate their needs/worries. SENCo/Inclusion	Refer children into Social/Emotional provision for enhanced support. Use tracking and baseline to monitor improved ability to communicate appropriately and reduce inappropriate



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					behaviour.
Targeted teachers and TA's are trained to identify sensory seeking/intolerance behaviours and can use physical exercise to help manage and regulate behaviour. Children are 'taught' strategies to help them regulate with the long term aim being self-regulation.	Term 1 onwards	SENCo	Staff time	Sensory diet activities to be planned into a child's personalised timetable. Monitor SD record sheets and CPOMS.	SENCo to monitor and analyse CPOMS. Meet with parents and staff to discuss sensory needs and adapt provision/strategies where appropriate.
Train teachers and TA's to use TEACCH strategy in developing independence.	Term 1	SENCo	Staff time	Lead teacher to co-ordinate independent learning tasks with class teacher. Individual learning tasks matched to individual academic and personal level.	SENCo/Lead Teacher to monitor engagement levels. Transferral of strategies will be seen within class base by Term 3



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### Taken from SDP Improvement Area 3

<b>Priority 4</b>	<b>Improve attendance so that the average attendance is above national for all key stages and reduce levels of exclusions.</b> <i>[CST Strategic Priority 1.4]</i>
<b>Intended Impact</b>	<ul style="list-style-type: none"> <li>• Pupils will make improved progress and achievement will be increased.</li> <li>• Behaviour across the school will be improved and disruptions from extremely challenging behaviour will be reduced.</li> <li>• Pupils who are unable to cope within a mainstream setting are identified earlier and can access alternative settings , when appropriate, sooner.</li> </ul>

Priority 4: Actions & Implementation	When	Who	Resources / cost	Monitoring (what/when/who)	Evaluation (what/when/who)
Continue to closely monitor persistent absentee pupils and those whose attendance is falling	Term 1 Onward	Attendance Lead / HT	Staff time	Attendance Lead and HT to meet monthly to review data and action warning letters and meetings with parents  If SEN need is identified meetings between HT/AL/SENCo	HT and Attendance Lead to review monthly data to identify PPA and devise ways to address this comparing year on year trends.





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<p>Introduce Personal Rewards and Incentives to encourage children with additional needs to attend school and reduce lateness</p>	<p>Term 1 Onward</p>	<p>Attendance Lead / HT</p>	<p>Staff time Breakfast club</p>	<p>Attendance Lead to keep data on attendance rewards week by week and monitor impact on attendance figures  Liaison between SENCo/AL</p>	<p>Attendance data will be compared with previous year and analysed by Attend Lead and HT to evaluate the impact of the Rewards system in term 6.</p>
<p>To develop personalised learning environments (Small Gardens) to ensure learning is targeted and appropriate. Increasing independence and levels of engagement</p>	<p>Term 1</p>		<p>Staff time</p>	<p>SENCo/ Lead Teacher/Class teachers</p>	<p>Engagement levels, academic achievement and progress will be recorded and analysed</p>



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### Taken from SDP Improvement Area 3

<b>Priority 4</b>	<b>New behaviour policy in place, based on therapeutic and restorative approaches, to manage pupil behaviour, parent conflict and staff relations within school.</b> [CST Strategic Priority 2.1.3]
<b>Intended Impact</b>	<ul style="list-style-type: none"> <li>Relationships within the school are well managed and conflict is minimised leading to positive rather than punitive outcomes.</li> <li>Behaviour management is consistent and leads to better outcomes for children</li> </ul>

Priority 5: Actions & Implementation	When	Who	Resources / cost	Monitoring (what/when/who)	Evaluation (what/when/who)
Positive Handling Policy and development of Individual Behaviour Plans.	Term 3/4/5	HT/SENCo	Staff time	<p>HT/SENCo will monitor data via CPOMS on a monthly basis, and flag students that have increased or high level behavioural needs.</p> <p>Behaviour information will be added to OPP.</p> <p>Positive Handling Policy to be written HT/CFBT/SENCo</p> <p>Individual Behaviour Plans to be written</p>	<p>HT will evaluate the impact of recording behaviour incidents on CPOMS and assess where changes need to be made in Term 6.</p> <p>Policy will be written and Individual Behaviour plans in place by Term 6</p>



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Positive behaviour workshops for parents and staff are delivered emphasising the need for consistency.	Term 2	HT/ SENCo	Staff time	Following the training, HT and SENCo will assess the delivery of behaviour strategies within classes during learning walks as per monitoring schedule	HT and SENCo will obtain feedback from those attending the workshops to assess the impact of the training on pupil behaviour  Term 3
Teacher training on Therapeutic Schools approach to behaviour. Whole School approach	Term 4/5	HT	Staff time	Following training by Reading Borough Council HT will cascade information and approaches to staff.  Add Principles into the Behaviour Policy	Analyse behaviour incidents across terms 5/6 to evaluate impact.



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### Taken from SDP Improvement Area 4

<b>Priority 3</b>	<b>To scope and pursue the idea of the 'Community 'School in line with the LGB and staff vision.</b>
<b>Intended Impact</b>	To improve the life chances of the pupils by ensuring essential support to them and their families that are easily accessible

Priority 3: Actions & Implementation	When	Who	Resources / cost	Monitoring (what/when/who)	Evaluation (what/when/who)
Participate in the local authority SEH project with a view to continuing the offer within the school	TBC	HT/ SENCo	Staff time	HT and SENCO to work with Local Authority to assess the ongoing impact of the work during the period of the project with a view to continuing the work.	On completion of the project the HT and SENCO to comply with Local Authority evaluation processes both to consider impact of the work as a whole and the impact within MPA
To scope opportunities to increase the support facilities within the school	Term 1 onwards	HT/ SENCo	Staff time	Each big term the HT, DHT and SENCO to monitor whether there is sufficient support and if so if it is the right support	During term 6 the HT, DHT and SENCO to monitor whether there is sufficient support and if so if it is the right support



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				or used effectively.	or used effectively.
To provide training opportunities for parents on SEN related topics, including procedures for statutory assessment.	Term 3	SENCo /FS worker /RK*	Staff Time	Parents survey to identify areas of interest. (1 workshop per term.)	On completion of workshops parents evaluate. SENCO/FS worker/RK to evaluate participation levels and feedback.
To train staff to provide Parenting Courses (Incredible Early Years) to identified parents.	Term 3-6	SENCo /HT/FS W/ RK*	Staff Time	Identify x2 members of staff and send on training. Identify parents who are on existing waiting lists to complete parenting Courses. Run small group Parenting Term 5/6	Evaluate participation levels and practicalities of running the course. Use parent feedback to plan next parent course.
To liaise with Reading County Borough to develop plans regarding ASC Hub.	Term 3	SENCo /HT	Staff Time	To look at practicalities of ASC Hub and develop admission criteria that would benefit and add to the wider school community.	Parent/Staff consultation regarding ASC Hub. HT/SENCo to evaluate.



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To liaise with specialist provision to develop in house specialist provision for our highest need students	Term 1	SENCo	Staff time/ EP feed back	Liaise with the Avenue outreach for advise Arrange visits for staff Train staff in IEP writing and planning for next steps Arrange suitable environment	Liaise with parents/staff/SLT/Specialist Provision and Educational Psychology
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