**Subject / Area Development Plan - SEND**

**Date – Academic year 2021 - 2022**

**Leaders – Joy Hodgkinson**

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| **Objectives**  **What do we want to achieve?** | **Success Criteria**  **What would success look like?** | **Actions and Activities**  **What will we do?** | **Timescale / Costs** | **Monitoring Indicators** | **Person Responsible** |
| **Objective 1**  **All EMP children included in all aspects of school life.** | * EMP children making good progress and participating in all activities during school day. | All EMP children to continue to be fully included in their own year group class. | Ongoing – from Sept 2021 | EMP monitored termly by JH and overseen by Clive Horton (LA) | Head Teacher  Deputy Head Teacher  SENCO  Department Leads  Class teachers  TAs |
| **Objective 2**  **To enable pupils with SEND to access the school curriculum.** | * All children able to access learning which facilitates their progress at a good rate * A range of activities and teaching styles that suit all learners * All children making progress and achieving their outcomes | JH to work with all staff Y1-6 to ensure that all children’s need are met, by supporting staff in writing the County’s SEND support plans. Toolkits will be used to determine which level of support is needed (QFT, short plan, long plan, top up or EHCP). These will be reviewed termly and updated when necessary.  Staff to continue to develop an child led, enquiry based approach to teaching, using success criteria to support learning alongside high levels of outdoor learning.  Years 1 – 4, in the mainstream continue to offer a split teach offer. With one half of the class accessing practical elements of learning and the other accessing a more formal teach – then swap.   * Progression documents to be completed across school from 2yr olds to year yr6 in order for staff to be able to adapt in order for children with SEND to access * All mainstream staff will submit their weekly overviews / planning to SLT and display this on the SEND wall, so that SEND bases can sign their children up to come and join their lessons, where appropriate. * All staff will use a consistent LO template and slides for English lessons. These will be visual (using communicate and print) for our pupils with SEND, in order for them to access * Scaffolding within lessons will be evident in order for all learners to take part in lessons * Termly updates of SEND plans and shared with parents. DHT / SENDCO to moderate. * EHCP’s will be formally reviewed, every year, and DHT will monitor funding and provision. | Ongoing – from Sept 2021 | * Book scrutinies and learning walks will take place in order to check the provision, which is in place for our children with SEND, and that the children are making progress within these provisions and interventions. * Update SEND plans * Pupil discussion * Progress meetings * Performance management * SEND caseload meetings * Annual reviews | Head Teacher  Deputy Head Teacher  SENCO  Department Leads  Class teachers  TAs |
| **Objective 4**  **All staff confident in early identification of SEND and setting appropriate outcomes.** | * Children are recognised as SEND from the earliest possible point – given a short note and moved through the graduated response at an appropriate time * All intervention and pre teach is timely and accurate the child’s specific needs. | JH to work alongside EYFS staff to support identifying early needs- deliver training through staff meetings on using SEN early identification toolkits from Durham FIS, as a guide to early need.  Staff to be supported by JH to complete these toolkits and then will be used to determine which level of support is needed (QFT, short plan, long plan, top up or EHCP). These will be reviewed termly and updated when necessary. | * Sept 2021 | * Early identification meetings with JH and EYFS staff * Book scrutinies and learning walks will take place in order to check the provision, which is in place for our children with SEND, and that the children are making progress within these provisions and interventions. * Update SEND plans * Pupil discussion * Progress meetings * Performance management * SEND caseload meetings * Annual reviews * Drop in and visits to all EYFS classrooms and environments | Deputy Head Teacher / SENCO  EYFS staff |
| **Objective 5**  **Website fully up to date and meeting legal requirements for SEND** | * Website compliant with all aspects of SEND legal requirements and provides an information point for parents and stakeholders. | JH and AS to update website using LA audit tool to ensure it is compliant with SEND regulations. | * Ongoing from Sept 2021 | * Monitored by LA for SEND information report | Head Teacher  Deputy Head Teacher / SENCO |
| **Objective 6**  **All staff competent in analysing data and using information to set appropriate tasks and intervention for children** | * Data used independently by all staff at regular intervals during year to assess progress, identify gaps and set appropriate intervention. | * JH and AS to work alongside staff and offer sessions on how to read and interpret data. * SLT meetings to analyse new Inspection Data School Report * JH to support staff with data analysis using EEF toolkits for cost effective provisions to identify possible interventions to close gaps. | * Ongoing from Sept 2021 | * Book scrutinies * Learning walks * Pupil discussion * Progress meetings * Performance management * Dockets in DHT office to be checked weekly for class intervention trackers | Head Teacher  Deputy Head Teacher / SENCO |
| **Objective 7**  **An up to date equalities policy, procedures and teaching which recognises and promotes the legal equality objectives** | * Equality policy and procedures that are up to date with 2021 guidelines * Equality policy that links to the work of rights respecting | * JH and AS to evaluate and modify policies in line with current guidelines. | * Sept 2021 | * JN and AS to monitor termly. | Head Teacher  Deputy Head Teacher / SENCO |
| **Objective 8**  **Effective SLA’s to enhance workforce skills:**  **EP- deliver CPD on the importance of pedagogy, in order to support staff to make conscience decisions about teaching approaches ‘Everything done with a purpose.’**  **SALT- deliver CPD on verbal reasoning, communication and vocabulary development.**  **OT – deliver CPD to staff around sensory processing difficulties, as well as working with individual children** | * Value for money SLA where impact upon teaching and learning is high. * SLA staff used effectively to raise staff confidence and knowledge and to deliver specific CPD based on staff individual needs. | * Following the Wheatley Hill model of teaching and learning, AS and JH have organised a timetable of events for the year. Our EP is arranged to deliver training based on awareness of teacher’s pedagogy * SLT attend Jim Smith training, to further support the Wheatley Hill model of teaching and learning. The SENCO will focus on how best to support children with SEND using strategies from the course. | * Sept 2021 | * SLA reviewed mid- term to ensure value for money and high impact | Head Teacher  Deputy Head Teacher / SENCO |
| **Objective 9**  **Effective specialist SEND provision to meet needs of our pupils** | * Children with ASD, or those who display ASD behaviours, able to have a learning environment which facilitates their learning, ensures progress is at a good rate and helps to support them to achieve their outcomes * A range of activities and teaching styles that support all learners * Base classes established and linked to a mainstream class where staff share planning and resources and a hybrid model is excellent for our pupils working between SEND provision and the mainstream | * Continued offer of sensory room, therapy room, soft play, sensory swings etc. These areas are used predominantly for our children with ASD, to support their needs.   Sensory spaces complete in the mainstream and bases with mainstream morning ‘meet and greets’ with the children, break -time and lunch time clubs, 1:1 quiet sessions and multi-sensory learning opportunities. | * Oct 2021 * Cost of sensory resources | * JH and AS to monitor the effectiveness of this provision * Learning walks * Moderation and scrutiny of wok books, floor books for children who access this provision * Observations and feedback * Coaching sessions | Head Teacher  Deputy Head Teacher  SENCO  Department Leads  Class teachers  TAs |
| **Objective 10**  **To ensure all staff drive the message of quality inclusion within school.** | * Staff to be fully trained and have the skills to fully include all children in school * Excellent practice is shared between classes * Children are fully included in all areas of school life * The 4 new teaching staff, in the SEND department will take a lead role in each of the four broad area of need and receive appropriate training, where needed to become the ‘expert’ in that area. They will promote this and offer advice to other members of staff in order to maintain high inclusiveness across school. * SEND teachers will support their room support staff to become a specialist working under the teacher’s dedicated area of need. | * Staff to take part in staff meetings and training in order develop their practice in order to support those children with complex needs * SLT and department heads to lead by example to drive quality inclusion through school and offer support, workshops, drop ins and encourage the sharing of excellent practice * Staff challenged / supported to ensure the ethos in school is consistent and staff share the same values about high quality inclusion for all pupils * All staff will welcome base children into their classrooms. * SEND support plans are robust and ensure quality inclusion for all pupils with SEND. These will be reviewed and updated termly and shared with parents. * Staff will continue to work well with services such as OT, EP, SALT and take their recommendations and advice which will be clear to see on the children’s support plans * Mainstream staff will be aware of the SEND teaching and Learning Policy. SEND staff will follow it. | Time:  Staff Meeting Time  Training session time  Specialist SEND professionals to lead staff meetings  SEND CPD time allocated  Cost:  CPD Costs | Pupils work show a range of learning opportunities and experiences  Lesson observations show excellent inclusion for children with SEND.  Scaffolding is clear in lesson planning  Weekly overviews are up to date and displayed  Ensure school Census is up-to-date | Head Teacher  Deputy Head Teacher  SENCO  Department Leads |
| **B) To develop the school building to support the increased roll of pupils with complex SEND.** | * Gym converted into 4 new Specialist base classrooms * Increase the size of the school hall, so that PE sessions can take place and increase the size of the room to support the increase of numbers for school dinners. * A highly engaging sensory garden for children with SEND to access | * Health and Safety audits take place regularly in order to ensure that each room is fully risk assessed. * Portable classroom, on the yard, fitted with carpet * Develop the SEND garden into a sensory garden and develop the farm area with chickens and hens. Outdoor classroom built complete with soft play equipment to support gross motor difficulties * Developments with the outdoor field take place with installation of a running track and yard in order for children with SEND to integrate with the mainstream during Outdoor play, Enrichment time and Outdoor Learning sessions. | Time:  Time to complete H&S training and document completion  Cost:  Cost of developments to buildings | Pupils work show a range of learning opportunities and experiences  Lesson observations show excellent inclusion for children with SEND.  Scaffolding is clear in lesson planning  Weekly overviews are up to date and displayed  Ensure school Census is up-to-date | Head Teacher  Deputy Head Teacher  SENCO  Department Leads |
| **D) To ensure children with special educational needs make expected progress.** | * Teachers to ensure there is effective communication between themselves and SENCO in order to ensure SEN Support / EHCP pupils receive effective support and make good progress. * A good level of SALT allocation of time in school. * A good level of Educational Psychologist allocation of time in school. * Excellent deployment of OT in school. * EMP children can fully access all provision including clubs. * Robust SEND support plans in place for children with SEND * Annual EHCP reviews in place | * Training and support for all staff to ensure they have a good understanding of how children with SEND learn effectively. * Weekly Monitoring of provision for SEND Support children to ensure class teachers have a thorough understanding of how to execute a programme of support in class for these children. * Training and support for all staff to ensure they have a good understanding of how children with language and communication difficulties learn effectively. * Weekly monitoring of all SEND interventions and regular feedback linked to training needs. | Time:  Staff Meeting Time  Specialist SEND professionals to lead staff meetings  SEND CPD time allocated  Moderation time  Cost:  CPD Costs  SLA costs | Pupils work shows good progress  Individual targets are being met  Lesson observations show good progress for children with SEN.  Support staff record keeping  Lesson planning  Ensure school Census is up-to-date | Head Teacher  Deputy Head Teacher  SEN CO  Head of Departments  Pupil progress data |
| **E) To ensure new staff have a good understanding of expectations of inclusion in order to meet every child’s needs** | * New staff to have a good understanding of the SEND inclusion policy and what this looks like in practice. * Support classroom practitioners to effectively include children with complex SEND needs into the mainstream classroom. * Deploy highly skilled practitioners to work alongside less experienced SEND staff members within the provision. * A high quality SEND T&L policy | * In class support to ensure new staff have a clear understanding of how to raise attainment of children with SEND. * SENCO to identify support needed and model good practice to new staff. * Monitor planning & teaching to ensure high expectations and differentiation for children with SEN is highly effective. * NQT SEND teachers to be supported by a skilled SEND teacher and appropriate support in place. * SEND teaching and Learning Policy followed by all SEND staff * Weekly SEND briefing | Time:  Staff Meeting times to share best practice  SEN CO modelling  Moderation time    Cost: £  DCC NQT package for NQTs | Pupils work shows good progress  Individual targets are being met  Lesson observations show good progress for children with SEN.  Lesson planning identifies role and expectations for support staff | Head Teacher  Deputy Head Teacher  SEN CO  Head of Departments |
| **F)To ensure children receiving intervention make good progress through appropriate, high quality interventions** | * Monitoring of Data to prove effectiveness of interventions * Engaging resources used during interventions * Every department to have a intervention desk complete with appropriate interventions for the pupils in each class. | * SENCO support class teachers with planning interventions that meet identified needs. * Weekly monitoring of literacy and numeracy interventions and feedback given linked to training needs * Half Termly work scrutiny of children receiving interventions in order to monitor progress. * Consider most effective use of support staff and teachers to enable pupils with SEN to make best progress. * Staff training in planning interventions to meet the needs of pupils with SEND * DHT regularly meets with staff to discuss any children who staff are concerned about and observations by SENDCO take place – any appropriate referrals are made following this with parental involvement and consent. | Time:  Staff training  Moderation time  Staff meetings | Pupils work shows good progress  Lesson planning clearly identifies learning outcome for intervention program and steps to success  Intervention tracking sheets | Head Teacher  Deputy Head Teacher  SEN CO  Head of Departments |
| **G) To ensure new children with SEND, joining WHP, receive appropriate transition and thorough assessment process.** | * Children join WHP with a smooth, personalised transition package | * An Early identification meeting to take place with EYFS staff in order for any children joining us with SEND to be identified quickly and support put in place and monitored. * Transition procedure take place for new starters with high and complex needs. This includes discussions with previous schools, visits to current settings, paperwork handover and discussions with parents to ensure a bespoke transition package is in place for the children before they start * Assessments take place, under the 4 broad areas of need to establish the provision needed for new starters. DHT to monitor this. | Time:  New child visits  Meetings between DHT and previous school  Transition support  Staff training  Cost:  CPD Costs | Detailed transition package  Robust assessment procedures  Ensure school Census is up-to-date | Head Teacher  Deputy Head Teacher  SEN CO  Head of departments |
| **H) To reduce the number of high level of behaviour incidents from children with SEND** | * Children to self-regulate or be appropriately supported to regulate their emotions and know how to be ‘ready to learn’ * Behaviour plans are in place and shared with parents for those children who display high levels of challenging behaviour * A robust behaviour policy is in place with visuals to support pupils | * Staff are trained to complete risk assessments and behaviour plans for those pupils who need them * Children to have an individual timetable which includes provision to meet their needs * EHCP’s to be up to date and shared with staff so that they have a good knowledge of the background info / needs and provision needed for the child * DHT to moderate support plans to ensure the children are receiving support in order to support their needs * Staff are trained to use a variety of de-escalation techniques * Safe spaces are available for staff / children to use when needed. * All necessary staff are trained in Team Teach * Staff follow the behaviour policy and children who need it have an individualised behaviour plan which is shared with relevant staff to ensure a consistent approach and monitored by DHT. | Time:  Staff Meeting Time  Specialist SEND professionals to lead staff meetings  SEND CPD time allocated  Moderation SLA costs  Safe space and resource costs time  Cost:  CPD Costs | Behaviour Policy / Individual behaviour plan followed  Individual targets are being met  Lesson planning identifies role and expectations for support staff | Head Teacher  Deputy Head Teacher  SEN CO  Head of departments |