

Ryecroft C.E. (C) Middle School Special Educational Needs and / or Disabled Pupils action plan 2018-2019

Headteacher's name:	Miss R. Baramuszczak	Signature:	
Chair of Governor's name:	Mrs S. Edmonds	Signature:	
SEND Governor's name:	Mrs S. Edmonds	Signature:	



Number of pupils	
Total number of pupils on roll	
Total number of pupils on SEND register (Sept 2018)	

Executive Summary

The targeted and strategic use of the funding and staff will support us in achieving our vision that all SEND pupils should have the opportunity to flourish and, as a result, diminish the difference.

Principles:

- ❖ We raise the awareness of SEND pupils throughout the school
- ❖ We ensure that appropriate provision (especially quality first teaching) is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of SEND pupils are adequately assessed and addressed.
- ❖ We will ensure that we fulfil the requirements of any EHCP.

Key Priorities:

- ❖ 1. Leaders and Governors monitor and evaluate rigorously the impact by the SEND action plan on improving outcomes for this group of pupils
- ❖ 2. Set work at the appropriate level of challenge for pupils
- ❖ 3. Inform pupils, through marking and feedback, how they can improve their work so that they know what to do to reach the next stage in their learning
- ❖ 4. Ensure that funding has been deployed effectively enough to diminish the difference in attainment for SEND pupils
- ❖ 5. Ensure that there is appropriate stretch and challenge for the most able SEND pupils

School Vision:

- Embracing a culture where **no child is left behind and every child achieves their potential, we value and respect all of the children that God has put into our care**, ensuring Ryecroft is a safe, happy and inspiring place to be.
- Ryecroft **enriches the lives of our children beyond the classroom**, through a range of social, emotional, physical and spiritual experiences so they develop into mature and responsible adults and experience life in all its fullness.
- The school works with the church, local and global communities, to find opportunities to work together, serve one another and support those in need, demonstrating the Christian values of trust, humility and perseverance.

SEN Action Plan 2018-2019

	Objective	Action	RAG	Resp	Success Criteria	RAG
Half Term 1	1) Ensure website is fully up to date with regards our SEND Policy and SEND Information Report and accurately represent current practice	<ul style="list-style-type: none"> Update SEND Policy and SEND Information Report and represent current practice within the school and includes changes at national / local level 		SENCO	<ul style="list-style-type: none"> Updated policy and Information report to be agreed by HT and GB Publish updated policy and Information Report on website 	
	2) Update GB regarding the progress and effectiveness of provision of our children with SEND last year (2017/2018)	<ul style="list-style-type: none"> Read July 2018 Data pack Send July Datapack to GB Analyse Key Stage 2 performance following publication of ASP 		SENCO	<ul style="list-style-type: none"> Report presented in GB meeting scheduled for Autumn term Answer GB questions in full 	
	3) To understand staff training needs and our strengths and weaknesses in relation to supporting children with SEND	<ul style="list-style-type: none"> Audit all teaching staff re: confidence / capability to teach pupils with SEND Analyse results 		SENCO All staff	<ul style="list-style-type: none"> All staff complete the audit tool SENCO to analyse results to reveal areas of weakness – staff training needs whether individual or group Training needs identified and documented – possible link with Performance Management objectives and / or SDP if whole school Staff training needs met eg. courses booked for individuals or whole school training organised 	
	4) Staff are confident regarding utilising supporting strategies for our children with ASC and can recognise their needs.	<ul style="list-style-type: none"> Invite Autism Outreach to update staff and alert them to the difficulties our children with ASC face daily and how we can best support their needs 		SENCO Ass SENCO All staff	<ul style="list-style-type: none"> Powerpoint / training delivered Staff questionnaire completed after training to assess effectiveness of training Do staff feel they need further training? 	
	5) Assess Teaching and Learning standards with regards our children with SEND	<ul style="list-style-type: none"> SEND QA 		SENCO All staff	<ul style="list-style-type: none"> Are pupils with SEN being differentiated for / supported well in class? How effective is class provision for pupils with SEN? Could SEN provision be improved? Current strengths and weakness Individual feedback to individual staff Overview of findings to HT, SLT and GB 	
	6) Include long-term Outcomes (aspirations) on all Learning Passports	<ul style="list-style-type: none"> Distribute new amended format of Learning Passports to all teachers Explain concept and need for Outcome inclusion Show examples 		SENCO Ass SENCO All CTs Parents	<ul style="list-style-type: none"> All Learning Passports have Outcomes that have been agreed with parents Outcomes represent long-term goals for their children eg. By the end of KS2 / By the end of Year 8... 	
	7) SEND register updated and shared with all staff	<ul style="list-style-type: none"> SEN register to be explained to new staff members Explain what information is included in the register and process for staff if they have concerns 		SENCO Ass SENCO All staff	<ul style="list-style-type: none"> All staff aware of pupils with additional needs CT and TAs have read medical info pertaining to pupils they teach CT and TAs know their vulnerable groups CT and TAs clear about the process for supporting pupils 	
	8) All staff (including kitchen staff) are aware of children with medical conditions	<ul style="list-style-type: none"> Update Medical Conditions Register Send asthma declarations and Health Care Plans out to relevant parents to agree, amend, sign Go through new data sheets to include info on new children 		SENCO Ass SENCO All staff Parents	<ul style="list-style-type: none"> Medical Conditions Register up to date and distributed to each class, member of staff and pupil's files Signed copies of Asthma Declarations and HCPs on file and provided to parents Medication checked and in date 	HCP form to be sent to parents in Sept
	9) To assess support and expectation of our children with SEND	<ul style="list-style-type: none"> SEND book monitoring Collect work samples SEND QA 		SENCO All staff GB	<ul style="list-style-type: none"> Are pupils with SEN being differentiated for / supported well in class? Is this clear in books? Are pupils being challenged and support in their learning? Is priority marking evident? Individual feedback to individual staff Overview of findings to HT, SLT, GB 	
	10) To provide SEND pupils with appropriate support	<ul style="list-style-type: none"> Ensure all interventions are recorded using Assess, Plan, Do and Review sheets (APDR) 		SENCO All staff	<ul style="list-style-type: none"> Entry data and targets are clear Frequency of interventions shown 	
	11) To ensure pupils with an EHCP are fully supported	<ul style="list-style-type: none"> Provision maps to be written and put in place based on need and outcomes on EHCP Meet with parents to discuss transition and their level of satisfaction 		SENCO Ass SENCO Parents	<ul style="list-style-type: none"> Provision maps related to each outcomes agreed with parents Pupils feel happy, safe and secure Annual reviews successfully take place 	

	12) To ensure that all pupils on the SEND register have a Learning Passport in place for the Autumn term	<ul style="list-style-type: none"> • Learning Passports written • Learning passports sent home for parents • Learning passports used by relevant teaching staff 		Ass SENCO	<ul style="list-style-type: none"> • Parents have received their child's Learning Passport • Staff have a copy of the Learning Passport and are addressing the individual targets identified 	
	13) To ensure that SEND pupils have proportionate representation at any Wellbeing intervention that is taking place in the school	<ul style="list-style-type: none"> • Review the pupils participating in groups to ensure equality of opportunity 		Wellbeing Lead	<ul style="list-style-type: none"> • Pupils with SEND have equal opportunity to participate in events 	
	14) To ensure that SEND pupils have proportionate representation at any lower prior attaining intervention that is taking place in the school	<ul style="list-style-type: none"> • Review the pupils participating in groups to ensure equality of opportunity 		SENCO	<ul style="list-style-type: none"> • Pupils with SEND have equal opportunity to participate in events 	

	Objective	Action	RAG	Resp	Success Criteria	RAG
Half Term 2	1) To ensure SEND support is evidenced and of a high standards	<ul style="list-style-type: none"> • Analyse SEN tracking grids for all subjects 		SENCO SEN gov	<ul style="list-style-type: none"> • SEN tracking grids completed for all year groups • Feedback given / questions asked (where necessary) to individual staff • Copies to HT, SLT and GB 	
	2) To assess progress of our Vulnerable Groups including SEND	<ul style="list-style-type: none"> • Collect in all classes data sheets • Update vulnerable groups data • Cross reference with intervention records and attendance data • Complete Vulnerable Group Comparison data 		SENCO All staff	<ul style="list-style-type: none"> • Vulnerable group data finalised and distributed to CTs, HT and SLT • Weakness highlighted – additional support needed, attendance an issue etc. • Data used to support and inform Data Analysis meetings 	
	3) To assess and review progress of our SEN pupils with EHCPs in place	<ul style="list-style-type: none"> • Organise in year review meetings with parents and CTs • Review provision maps • Ensure parents have copies (paper or email – their preference) a minimum of 1 week prior to in year meeting 		SENCO Ass SENCO Parents	<ul style="list-style-type: none"> • Provision maps / Learning Passports are reviewed and new provision maps / Learning Passports are written, agreed with parents and signed • Parents are satisfied with level of care and child's progress 	
	4) To ensure high quality interventions	<ul style="list-style-type: none"> • SEN intervention observation timetable to be agreed with staff 		SENCO All staff	<ul style="list-style-type: none"> • SEN observations are carried out and feedback given to relevant staff • Copies to CTs, HT, SLT and GB • Analyse impact of interventions • Collect in reviewed APDR records • APDR sheets have been reviewed with clear entry and exit data to show impact of support • Intervention analysis complete • Copies of results provided to HT, SLT and GB 	
	5) To review individual Learning Passports	<ul style="list-style-type: none"> • Ass SENCO to collect annotated learning Passports from staff and use to inform the next version 		Ass SENCO	<ul style="list-style-type: none"> • All pupils on the SEND register to have had their Learning Passport targets reviewed 	
	6) To analyse the performance of pupils on the SEND and PP registers as a group	<ul style="list-style-type: none"> • DHT to work with AHT to set up group and analyse performance 		DHT	<ul style="list-style-type: none"> • Performance of pupils closely monitored and necessary interventions put in place 	

	Objective	Action	RAG	Resp	Success Criteria	RAG
Half Term 3	1) Assess Teaching and Learning standards with regards our pupils with SEND	<ul style="list-style-type: none"> • SEND Learning walk • SEND report 		SENCO All staff	<ul style="list-style-type: none"> • Are pupils with SEN being differentiated for / supported well in class? • How effective is class provision for pupils with SEN? • Could SEN provision be improved? Current strengths and weakness • Individual feedback to individual staff • Overview of findings to HT, SLT, GB 	
	2) To ensure pupils with SEN are appropriately supported	<ul style="list-style-type: none"> • Ensure all Learning Passports for terms 3 and 4 are written • CTs to provide with electronic copies 		SENCO Ass SENCO All staff	<ul style="list-style-type: none"> • Learning Passports in place which support all pupils in the class • Entry data and targets are clear • Frequency of interventions recorded 	

					<ul style="list-style-type: none"> Ensure all previous Learning Passports have been reviewed and new plans written Reviewed and new Passports to go to parents 	
	3) All staff (including kitchen staff) are aware of pupils with medical conditions	<ul style="list-style-type: none"> Update Medical Conditions Register as required Check medication is in date Notify parents of expired / nearly expired medication held Return expired medication to parents 		SENCO Ass SENCO All staff Parents	<ul style="list-style-type: none"> Medical Conditions Register up to date and distributed to every member of staff and children's files as required Medication checked and in date 	

	Objective	Action	RAG	Resp	Success Criteria	RAG
Half Term 4	1) To assess and review progress of our SEN pupils with EHCPs in place	<ul style="list-style-type: none"> Organise in year review meetings with parents Review Learning Passports Ensure parents have copies (paper or email – their preference) a minimum of 1 week prior to in year meeting 		SENCO Ass SENCO Parents	<ul style="list-style-type: none"> Learning Passports are reviewed and new passports are written, agreed with parents and signed Parents are satisfied with level of care and child's progress 	
	2) To assess progress of our Vulnerable Groups including SEND	<ul style="list-style-type: none"> Collect in all tracking sheets Update vulnerable groups data Cross reference with each Learning Passport and attendance data Complete Vulnerable Group Comparison data 		SENCO Ass SENCO All staff	<ul style="list-style-type: none"> Vulnerable group data finalised and distributed to CTs, HT and SLT Weakness highlighted – additional support needed, attendance an issue etc. Data used to support and inform Data Analysis Meetings Data Analysis Meetings held with all year groups Data Analysis Meetings minuted and distributed to staff with actions Provision maps for forthcoming terms finalised 	
	3) To ensure high quality interventions	<ul style="list-style-type: none"> Analyse impact of interventions Collect in reviewed APDR records to do so 		SENCO All staff	<ul style="list-style-type: none"> APDR have been reviewed with clear entry and exit data to show impact of support Intervention analysis complete Copies of results provided to HT, SLT and GB 	

	Objective	Action	RAG	Resp	Success Criteria	RAG
Half Term 5	1) To ensure SEND support is evidenced and of a high standards	<ul style="list-style-type: none"> Take in all SEN tracking grids for analysis SEN QA process 		SENCO All staff	<ul style="list-style-type: none"> SEN tracking sheets analysed completed for all year groups Feedback given to individual staff Copies to HT, SLT and GB 	
	2) To ensure pupils with SEN are appropriately supported	<ul style="list-style-type: none"> Ensure all Learning Passports for term 5 and 6 have been written and cater for all needs CTs to be provided with electronic copies 		SENCO Ass SENCO All staff	<ul style="list-style-type: none"> Learning Passports in place which support all SEND pupils Entry data and targets are clear Frequency of interventions shown on APDR records Ensure all Learning Passports have been reviewed and new plans written Reviewed and new Learning Passports to go to parents Reviewed Learning Passports based on assessment data completed New Learning Passports for terms 5 and 6 written with new targets and provision – electronic copies in shared area 	
	Objective	Action		Resp	Success Criteria	RAG
Half Term 4	1) To ensure SEND support is evidenced and of a high standards	<ul style="list-style-type: none"> Take in all SEN tracking grids for analysis 		SENCO All staff	<ul style="list-style-type: none"> SEN tracking sheets analysed completed for all year groups Feedback given to individual staff 	

		<ul style="list-style-type: none"> • SEN QA process 			<ul style="list-style-type: none"> • Copies to HT, SLT and GB 	
	2) To ensure pupils with SEN are appropriately supported	<ul style="list-style-type: none"> • Ensure all Learning Passports are reviewed by teaching staff 		SENCO Ass SENCO All staff	<ul style="list-style-type: none"> • Reviewed Learning Passports based on assessment data completed • New Learning Passports for terms 1 and 2 (2019 – 2020) written with new targets and provision – electronic copies in shared area 	
	2) To assess progress of our Vulnerable Groups including SEND	<ul style="list-style-type: none"> • Collect in all tracking sheets • Update vulnerable groups data • Cross reference with each Learning Passport and attendance data • Complete Vulnerable Group Comparison data 		SENCO Ass SENCO All staff	<ul style="list-style-type: none"> • Vulnerable group data finalised and distributed to CTs, HT and SLT • Weakness highlighted – additional support needed, attendance an issue etc. • Data used to support and inform Data Analysis Meetings • Data Analysis Meetings held with all year groups • Data Analysis Meetings minuted and distributed to staff with actions • Provision maps for forthcoming terms finalised 	

Sources of evidence:	
Half termly data packs	SEND Learning Passports
Learning walks	Book scrutinies
Governor visits	QA cycle
Minutes to Governor meetings	Letters to parents / carers
Flightpaths	Visit reports from professionals