

**Outcome: All staff will confidently identify and support learners with SEND.**

**Link to School Development Plan 1.3:**

- **Ensure the progress and attainment of key groups (boys, SEN/D) is (a) in-line with or better than their peers nationally and (b) the gap is narrowing in school**
- **Monitor and track all interventions across the school for clear impact on diminishing the difference/further challenge**

<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Time scale</b>	<b>Person</b>	<b>Resources</b>	<b>Impact</b>
All Staff will be able to identify children in their class who have SEN needs and be confident to make provision for them.	<p>Staff to use OCC descriptors and the strategies in the OCC guidance consistently across the school.</p> <p>1:1 work with SENCo on how to use the OCC guidance if needed.</p> <p>Ensure high quality teaching strategies have already been tried before moving to interventions.</p>	<p>Staff will independently identify SEND and understand how to support pupils in their class.</p> <p>Staff will recognise the difference between SEND and underachievement.</p> <p>Staff are aware of the additional needs of their learners; understand the nature and impact of these and how to respond to them.</p>	<p>Six times per academic year via conversations with SENCo.</p> <p>Evidence from provision already tried is analysed.</p>	April 2021 – July 2022	<p>SENCo</p> <p>All teaching and support staff</p>	<p>OCC guidance</p> <p>Clear and robust criteria, that is understood by all that about what constitutes SEN in this school</p>	<p>Pupils will be clearly identified and be supported by interventions that enable them to make progress.</p> <p>Outcomes for the pupil are achieved.</p>
All children with SEND will continue to make expected or accelerated progress.	<p>Pupil progress meetings every term (3 times a year).</p> <p>Interventions put in place to target those not making progress.</p>	<p>Class teacher to recognise their own responsibility for SEND.</p> <p>Staff will be using a range of data to establish a baseline, scores from standardised tests and</p>	<p>Termly SEND review meetings with SENCo.</p> <p>Teacher, SENCo, parents and child (where possible) to</p>	April 2021 – July 2022	<p>Teachers</p> <p>SENCo</p>	<p>Pupil Profiles</p> <p>Intervention Timetables</p> <p>Intervention Registers</p> <p>Individual Provision</p>	<p>Disadvantaged pupils and those identified as SEND are closer to non-PP/SEND in all years (see SDP).</p>

	Staff will use the graduated response for SEND pupils and record, track and monitor progress.	other diagnostic assessments.	agree interventions and support.			Maps linked to PPs	
All interventions will result in good or accelerated progress for children with SEND.	All staff to record information about interventions used and the impact they are having on Intervention registers and Provision Maps.  Training to be given to staff to use interventions.	Progression evidenced by whole school data.	Termly SEND review meetings with SENCo.  Teacher, SENCo, parents and child (where possible) to agree interventions and support.	April 2021 – July 2022	Teachers Teaching Assistants	Pupil Profiles Intervention Timetables Intervention Registers Individual Provision Maps linked to PPs.  Whole school provision map.	Teachers use their assessment of pupils' learning, and knowledge of the subject, to plan learning tasks which are at the right level, particularly for the most able, disadvantaged pupils and those who have special educational needs and/or disabilities and adapt tasks during lessons to meet pupils' needs (see SDP).
Staff will have an awareness that they are teachers of SEND.	Training	Class teacher to recognise their own responsibility for SEND.  Staff recognise that learning strategies that work with SEND, work for all pupils.  Planning incorporates more detailed specialist advice.	All staff to assess	April 2021 – July 2022	Headteacher SENCo Peer monitoring	OCC guidance  Clear and robust criteria, that is understood by all that about what constitutes SEN in this school	Language used in the classroom demonstrates unconditional positive regard for learners. Whole school approach is used to develop emotional literacy, wellbeing and resilience and promote positive attitudes to learners with SEND. Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.

<p>All classrooms will be ASD friendly. (Also dyslexic and SEMH, sensory friendly).</p>	<p>ASD classroom audit used to assess classroom environment.  Staff use the Inclusive classrooms checklist.</p>	<p>Pupils with ASD traits will behave in a regulated way within the classrooms</p>		<p>April 2021 – July 2022</p>	<p>Headteacher SENCo Peer monitoring</p>	<p>ASD classroom audit Inclusive classrooms checklist used. Sensory checklist.</p>	<p>Pupils with ASD traits make progress and achieve outcomes.  Classrooms are calm places where children can focus on learning.</p>
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<b>Outcomes: Pupils with SEND will be identified early.</b>							
<b>Link to School Development Plan 5.1:</b>							
<ul style="list-style-type: none"> <li><b>To establish provision of high-quality teaching and interventions for early language and phonics development in EYFS to be delivered by EYFS staff</b></li> </ul>							
<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Time scale</b>	<b>Person</b>	<b>Resources</b>	<b>Impact</b>
Staff in EYFS will collaborate in identification of children with SEND.	Training for staff in high incidence SEND. Discussions with parents.	Staff confidence increased. Staff reflecting on behaviour that indicates underlying SEND.	Through conversations, half termly with SENCo.	April 2021 – July 2022	All Staff SENCo	OCC Guidance Online training INSET	Children will not slip through the gaps or be missed, if they have an SEN.
All staff will be confident in identifying SEND.	Training for staff in high incidence SEND.	Diagnostic assessment will be used. Observations of children's behaviour in class and in less structured situations.	Termly SEND review meetings with SENCo.	April 2021 – July 2022	All Staff SENCo		Language used in the classroom demonstrates unconditional positive regard for learners. Whole school approach is used to develop emotional literacy, wellbeing and resilience and promote positive attitudes to learners with SEND. Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.
EYs staff have put interventions in place that are robust and show progress.	Provision map written. Interventions are regularly delivered.	Diagnostic assessment will be used, provision map utilised and interventions reviewed.	Termly SEND review meetings with SENCo and KR	September 2021-July 2022	EYFS staff SENCo Head		By July 2022 children in Reception will be secure in their phonics and ready to move onto the expected level of phonics and reading in Yr1.

Provision map is in place for monitoring purposes.						Phonics/spelling and handwriting are being taught in a systematic manner owing to the introduction of the new strategy.
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**Outcome: Parents will feel included, collaborated with, and supported in all stages of their SEND child's development; children where appropriate will feel central to their own support.**

**Link to School Development Plan 5.5:**

- To further develop positive relationships with the parents through new intake meetings, open-door policy, learning conferences, information packs, class emails, curriculum meetings and parental workshops**

***This outcome is also part of the published SEN Policy***

<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Time scale</b>	<b>Person</b>	<b>Resources</b>	<b>Impact</b>
<p>Parents to be consulted and informed.</p> <p>Clanfield school works in partnership with parents, carers and learners in decision- making.</p>	<p>Pupil profile reviews will be held termly (three times per year)</p> <p>Formal and informal events take place to seek views in relation to SEND provision in the school e.g. pupils and parent surveys, coffee mornings. Use of home school diary / book bag / text / email to support communication directly with parents/carers in addition to communication given via learners.</p>	<p>Positive interactions will be exchanged between parents and staff.</p> <p>Parents are aware of SEND status of their child, including when they are placed on the school's SEND register and the support and individually tailored interventions in place.</p>	<p>Termly SEND review meetings with SENCo and class teachers.</p>	<p>April 2021 – July 2022</p>	<p>Head SENCo Teachers</p>	<p>Time put aside</p>	<p>Parents and carers are aware of the range of communication channels available for sharing information about their child and their concerns will be recorded.</p> <p>Parents are involved in setting and reviewing targets for their child.</p> <p>Parents will feel secure and that their child is provided for within this school.</p>

<p>Pupil's with SEND to have access to all aspects of their provision as far as is appropriate.</p>	<p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of learners including talking to parents and other professionals.</p> <p>The impact of interventions is critically evaluated.</p> <p>Alternative approaches are explored to establish whether they may result in better outcomes for the learners.</p>	<p>Learners and parents/carers are involved in the Graduated Approach; Assess, Plan, Do, Review process, setting and reviewing targets and identifying that their opinions and concerns are valued.</p> <p>They know that they can approach staff.</p>	<p>Termly SEND review meetings with SENCo and class teachers and TAs.</p>	<p>April 2021 – July 2022</p>	<p>Teachers and TAs</p>		<p>There is a calm and purposeful environment for learning where pupils feel they belong and their contributions are valued.</p> <p>Learners have regular opportunities to evaluate their own performance. Self-assessment is routinely used to set individual targets, both non- academic and academic.</p>
<p>Pupil's with SEND to receive information and express their opinion in matters that affect them, as far as appropriate.</p>	<p>Named adults / key workers as a stable point of reference when required.</p> <p>Pupil voice established.</p>	<p>An effective partnership with learners and parents is evident through their participation in assessment and review processes.</p>	<p>Three times a year: Dec, March and July.</p>	<p>April 2021 – July 2022</p>	<p>SENCo Support staff</p>	<p>Time put aside</p>	<p>Negative attitudes, beliefs and perceptions towards individuals and groups are challenged, in the classroom, the wider school and society.</p> <p>Pupil Voice is encouraged and acted on. Good relationships are encouraged and built.</p>