

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

**Link to School Development Plan: to close the gap in attainment for those pupils entitled to the PP and ensure that all C19 gaps are rapidly closed (1.6); to implement an ambitious and effective curriculum for all learners (2.2)**

Target	Action	Success criteria	Monitoring	Time scale	Person	Resources	Impact
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>

Review:

June 2020: Identification across the classes is happening. Better provision is being made (visual timetables, visual help on desks, sensory audits). Conversation with staff are happening frequently to assess and review need. EP coming in in July for two children. TAF meeting inc. secondary SENCo after an assessment for Yr6 pupil; Meetings with parents to gather information; Staff meetings in May and July to raise awareness of early identification; creation of an SEN register that all staff have access to; creation of an 'On Alert' section on SEN register.

<p>All children with SEND will continue to make expected or accelerated progress.</p>	<p>Pupil progress meetings every term (3 times a year).</p> <p>Interventions put in place to target those not making progress.</p> <p>Staff will use the graduated response for SEND pupils and record, track and monitor 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 other diagnostic assessments.</p>	<p>Termly SEND review meetings with SENCo.</p> <p>Teacher, SENCo, parents and child (where possible) to agree interventions and support.</p>	<p>April 2021 – July 2022</p>	<p>Teachers SENCo</p>	<p>Pupil Profiles Intervention Timetables Intervention Registers Individual Provision Maps linked to PPs</p>	<p>Disadvantaged pupils and those identified as SEND are closer to non-PP/SEND in all years (see SDP).</p>
<p>Review:</p> <p>June/July 2020: Data to be gone through with KR; pupils not meeting expected outcomes to be identified and interventions put in place.</p>							
<p>All interventions will result in good or accelerated progress for children with SEND.</p>	<p>All staff to record information about interventions used and the impact they are having on Intervention registers and Provision Maps.</p> <p>Training to be given to staff to use interventions.</p>	<p>Progression evidenced by whole school data.</p>	<p>Termly SEND review meetings with SENCo.</p> <p>Teacher, SENCo, parents and child (where possible) to agree interventions and support.</p>	<p>April 2021 – July 2022</p>	<p>Teachers Teaching Assistants</p>	<p>Pupil Profiles Intervention Timetables Intervention Registers Individual Provision Maps linked to PPs.</p> <p>Whole school provision map.</p>	<p>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).</p>

<p>Review:</p> <p>June/July 2020: Data to be gone through with KR; pupils not meeting expected outcomes to be identified and interventions put in place.</p>							
<p>Staff will have an awareness that they are teachers of SEND.</p>	<p>Training</p>	<p>Class teacher to recognise their own responsibility for SEND.</p> <p>Staff recognise that learning strategies that work with SEND, work for all pupils.</p> <p>Planning incorporates more detailed specialist advice.</p>	<p>All staff to assess</p>	<p>April 2021 – July 2022</p>	<p>Headteacher SENCo Peer monitoring</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>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>
<p>Review:</p> <p>June 2020: after first SEN staff meeting and individual meetings with staff SEND, prov mapping and inclusive classrooms is being thought about more deeply. Second staff meeting to clarify progress and steps will to be taken. Whole school provision map to be put together following individual class intervention timetables. Sensory audit done for Yr3/4 classroom. Universal strategies highlighted, discussed and best practice shared.</p>							
<p>All classrooms will be ASD friendly. (Also dyslexic and SEMH, sensory friendly).</p>	<p>ASD classroom audit used to assess classroom environment.</p> <p>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</p> <p>Inclusive classrooms checklist used.</p> <p>Sensory checklist.</p>	<p>Pupils with ASD traits make progress and achieve outcomes.</p> <p>Classrooms are calm places where children can focus on learning.</p>

**Review:**

June 2020: sensory audit of Yr3/4 classroom (06.07.21). Universal strategies highlighted, discussed and best practice shared at staff meetings.

<b>Outcomes: Pupils with SEND will be identified early.</b>							
<b>Link to School Development Plan: ensure that provision in the early years is good (5.1); ensure that pupil assessment and tracking is effective in reception so that needs are identified and addressed (5.4)</b>							
<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.
<b>Review:</b>  June 2020: EYFS children being scrutinised better and in depth conversation happening with teachers and parents. OCC descriptors being used by EYFS teachers. BRISC and Speech sounds checks being done on 4 Reception pupils. Referrals to SaLT being made for two pupils. Observations of Reception class being made by SENCo regularly.							
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.

Review:

June 2020: I need to ask teachers if they feel more confident – audit teacher skill, knowledge and confidence. CPD in the form of SENSS C&I course could be run (free).

**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: - this outcome is part of the published SEN Policy**

Target	Action	Success criteria	Monitoring	Time scale	Person	Resources	Impact
<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>

Review:

<p>June 2020: thinking about ways to get parents to participate better in adding their voice to the PPs. Aim to get provision maps onto the PPs within the autumn term. Aiming to increase the child voice on PPs and reports so that children feel invested I their provision. Start parent groups in school again once Covid restrictions lift. Continue to build relationships of trust with parents.</p>							
<p>Pupil's with SEND to have access to all aspects of their provision in as far as 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>Review:</p> <p>June 2020: Aim for teachers to include SEN pupils in the SEND review process and to show them their provision maps and explicitly ask them about their interventions and provision.</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>

							Pupil Voice is encouraged and acted on. Good relationships are encouraged and built.
<b>Review:</b>  June 2020: Aim to have an SEN pupil on the school council to represent SEN pupils in the school. Aim to have SEN pupils voice put onto their PPs.							