

SEND Report

SEND Vision

For students

- All my teachers have a good understanding of my strengths and barriers
- Teachers support me to make progress in my lessons and I enjoy coming to school

For teachers

- I am well informed about the strengths and needs of individuals in my class
- I feel confident to employ a range of inclusive strategies to ensure every member of my class can access learning in every lesson

For learning support assistants

- When I am working in a class alongside subject teachers, I am always clear about my role at different points of the lesson
- I have a good understanding and the skills to support students with a range of needs
- I am always clear of the learning objective for specific students I am working with and my feedback to subject teachers about students' successes and difficulties are valued

For parents

- I feel that the needs of my child are well understood
- I feel that communication between home and school is good
- I feel that my child is being supported to meet their aspirations

SEND Priorities

Key Priorities	Matching statement from EMS audit tool
Curriculums are matched to the needs of the SEND learners so they can make the best possible progress	1.7: The school's curriculum intent and implementation for learners with SEND are embedded securely and consistently across the school
Roles and responsibilities of member of the SEND team are well defined, understood, and subject to a QA process so that resources and support is maximised	1.9: SEND provision is well led. The SENCO has the expertise, knowledge and relevant qualifications to ensure provision and practice at the school is effective
All staff across school have a good understanding of SEND needs and teaching staff are embedding wave one strategies into every lesson so that barriers to learning and thriving in school are broken down	2.8 Leaders with responsibility for SEND are fully involved in the delivery of high quality, whole school CPD
Fully embed the use of EDUKEY so that efficient systems are in place to measure impact of provision and cost out the use of funding	6.2 The school's provision map gives a clear link between provision and learner progress

SEND Action Plan

PRIORITY 1	ACTIONS	KEY STAFF	WHEN?
<p><i>1.7 The school's curriculum intent and implementation for learners with SEND are embedded securely and consistently across the school.</i></p> <p>Curriculums are matched to the needs of the SEND learners so they can make the best possible progress</p>	Meet with curriculum lead on SLT to gain an understanding as SENCO of curriculum intent for SEND pupils across the school.	JRB KG	Autumn 2
	Develop a clear entry and exit criteria for students included in C groups/Yellow pathway. Define C groups/Yellow pathway provision at KS3	JRB	Spring 1
	Map learner needs against provision on SEMH specialist curriculum pathways as part of their SUPPORT PLAN	JRB Josh (TFTF)	Autumn 2
	Join SLT once a week on Every lesson walk with a focus on looking at how the needs of SEND pupils are being met through subject curriculums. Document strengths and areas of weakness to inform a deep dive	JRB / SLT	Weekly ongoing
	Deep Dive into subject informed by EVERY lesson walk observations	JRB / BMW	Summer 1

PRIORITY 2	ACTIONS	KEY STAFF	WHEN?
<p><i>1.9 - SEND provision is well led. The SENCO has the expertise, knowledge, and relevant qualifications to ensure provision and practice at the school is effective</i></p> <p>Roles and responsibilities of member of the SEND team are well defined, understood, and</p>	Roles and responsibilities of new team are clearly defined and communicated with the team	JRB BMW	November 2022
	Cycle of QA intervention and TA support in place	JRB BMW SM / SW	Half termly
	SENCO to complete WE SEND programme	JRB	2022-2023

subject to a QA process so that resources and support is maximised			
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PRIORITY 3	ACTIONS	KEY STAFF	WHEN?
<p><i>2.8 Leaders with responsibility for SEND are fully involved in the delivery of high quality, whole school CPD</i></p> <p>All staff across school have a good understanding of SEND needs and teaching staff are embedding wave one strategies into every lesson so that barriers to learning and thriving in school are broken down</p>	Audit of staff needs with regards to SEND	JRB	Autumn 2
	CPD programme developed in response to staff audit (voluntary opportunities for all staff) with an emphasis of embedding wave one strategies	JRB Outside agencies where available	Spring 2
	SEND snippet focus at all T&L whole school staff meetings	JRB PCR	Spring 2
	All staff to attend SEND focus for Minerva Trust conference for all staff. Relevant key learning from staff accessing difference areas of the conference disseminated	Trust SEND lead / SLT	Autumn 2

PRIORITY 4	ACTIONS	KEY STAFF	WHEN?
<p><i>6.2 The school's provision map gives a clear link between provision and learner progress</i></p> <p>Fully embed the use of EDUKEY so that efficient systems are in</p>	Schedule EDUKEY refresher training	JRB TA team SEND admin	Nov 22
	Input provision information into EDUKEY for all SEND pupils	JRB SEND ADMIN	To be completed by Feb 23

PRIORITY 4	ACTIONS	KEY STAFF	WHEN?
place to measure impact of provision and cost out the use of funding	Produce costed provision maps for SEND pupils using EDUKEY	JRB	March 23
	Produce intervention impact reports using EDUKEY	JRB BMW	June 23