

Strategic Plan for SEND HMFA 2016-2017

Major Strategy Theme	Direction/Activity	Key Outcomes	Time	Person with Oversight
<p>The attainment gap is narrowed between children with SEND and other, both within the school and nationally.</p>	<ul style="list-style-type: none"> • Attainment is closely monitored through the use of the Classroom Monitor system in order to identify those 'falling behind'. • TAs are utilised effectively in order to achieve maximum impact. • Interventions are monitored closely and regularly to ensure maximum impact. • IPM targets are reviewed at least termly and adjusted according to pupil progress. 	<ul style="list-style-type: none"> • Accelerated progress made by children with SEND. 	<p>Immediate and ongoing</p>	<p>Zayla Beecham</p>
<p>The needs of children with SEND are increasingly met within an inclusive classroom environment.</p>	<ul style="list-style-type: none"> • Children with SEND are able to improve their work through more focused classroom strategies such as THRASS and Talk for Writing. • As far as possible children are enabled to remain in the classroom for discrete small-group intervention sessions. • Book reviews and learning walks will reveal little difference in expectations between children with SEND and others. 	<ul style="list-style-type: none"> • Fewer children with SEND do not miss out on key elements of learning as a result of interventions. 	<p>Immediate and ongoing</p>	<p>Zayla Beecham</p>
<p>New staff members are confident in identifying and making provision for children with SEND.</p>	<ul style="list-style-type: none"> • Staff are fully aware of SEND identification procedures used within the school. • Staff are aware of Quality First Teaching strategies which should be implemented before raising additional concerns with the SENDCo. • Staff receive updated training on the effective completion of Individual Provision Maps (IPMs) and Year Group Provision Maps (YGPMs), particularly NQTs. • New staff receive an SEND induction pack and have additional time with the SENCo in order for any queries to be answered. 	<ul style="list-style-type: none"> • SEND procedures followed by all staff. • Early identification of SEND. • Early intervention for children with SEND. • Up-to-date IPMs/YGPMs. 	<p>Immediate and ongoing</p>	<p>Zayla Beecham</p>

<p>Children are given effective and appropriate support according to their level of need.</p>	<ul style="list-style-type: none"> • Needs are identified early and appropriate advice given regarding Quality First Teaching strategies. • Children with a higher level of need are assessed as appropriate by ZB or KH and recommendations given to teachers/parents. • Teachers are confident in setting up interventions and selecting relevant children to participate. • Consideration is given to extra TA support, where necessary, within the schools' financial capabilities. • In extreme cases, extra funding is applied for in order to provide additional 1:1 support. • Level and type of support is monitored closely to ensure maximum impact. 	<ul style="list-style-type: none"> • All children are enabled to reach their full potential, either through Quality First Teaching methods, small group interventions, or additional TA support. 	<p>Immediate and ongoing</p>	<p>Zayla Beecham</p>
<p>Communication with parents of SEND children is increased in line with the new Code of Practice.</p>	<ul style="list-style-type: none"> • Opportunities will be made available for parents to comment on or make suggestions about the support they have received. • Additional parent meeting slots will be available when IPMs are due to be reviewed, in line with the new Code of Practice. • Discussions at these meetings will be recorded using a standard template and kept on file for future reference. • ZB and KH will maintain regular contact with specific parents whose children have a high level of need. • Annual Review meeting will become more child-centred, in line with the new Code of Practice. • A Parent forum will be set up to ensure parental views are gathered regularly and feedback is acted upon where appropriate. 	<ul style="list-style-type: none"> • Over 90% of parents of children with SEND are engaged with the school and attend their child's termly SEND Review meeting. 	<p>Immediate and ongoing</p>	<p>Zayla Beecham</p>