

Inclusion development Plan 2016-2017

Vision 2016-2017	To continue to narrow the gap between children with SEND and their peers.
Context 2016- 2017	12 new staff including a new leadership team 3 SENCOs new to role

Priorities:

	Key Questions	What will good look like?
1) To further raise the profile of vulnerable groups in school.	<ul style="list-style-type: none"> • How will new Year group leaders be involved in developing and evaluating SEN provision? • How will the new SENCOs be involved in evaluating and monitoring SEN provision? 	<ul style="list-style-type: none"> • Year group leaders and SENCOs to commission provision from heads of school through TAC meetings. • SENCOs to be involved in all pupil progress meetings. • Year group leaders and SENCOs to be involved in implementing and monitoring outside agency advice. • Leaders to focus on vulnerable groups in the six weekly cycles. • New system (on o track) to monitor and evaluate interventions and provision used by teachers and embedded into the assessment cycle to allow for a more integrated approach to measuring the impact of interventions. • Close scrutiny, monitoring and analysis of the effectiveness of interventions and overall SEND provision by year group leaders and SENCOs. • Close scrutiny on the effectiveness of interventions by class teachers • Outcome focused target sheets to be reviewed and updated with parents consistently on a half termly cycle and strategies evident in quality first teaching. • Data shows gap between children with SEN and the rest of the cohort is narrowing • Data show gap between children eligible for Pupil Premium and the rest of the cohort is narrowing • Year group leaders and SENCOs to increase the number of Higher Needs Funding applications. • Year group leaders and SENCOs to be trained in and submit successful EHC plan requests.

2) New SENCo team established

- How do we establish an effective team of SENCos new to the role?
 - What are the roles and responsibilities for the new SENCo team?
 - What are the main priorities for the new SENCo team?
 - What systems and procedures need to be developed to ensure they have ownership of them?
- SENCOs are actively involved in structured conversation (pupil premium) and Outcome focussed target meetings.
 - All staff are aware of roles and responsibilities of new SENCo team.
 - SENCos involved in robust monitoring and evaluating of SEND provision through
 - Analysing small school data
 - Evaluating the effectiveness of interventions along with Year group leaders and teachers
 - Involved in pupil progress meeting cycle
 - Monitoring the strategies suggested by outside agencies
 - Monitoring the frequency and delivery of interventions
 - Carrying out supportive lesson observations.
 - Ensure all teaching staff have a clear understanding of the SEND process and SEND policy as well as the inclusion information on the website
 - SENCos commission the services of outside agencies and are involved in supporting teachers implement the strategies suggested
 - SENCos further develop the systems and procedures in place around SEN provision
 - Administer or support teachers to carry out specific SEN assessments
 - Carry out training around High incidence areas of SEN in school.
 - SENCos will carry out annual review meetings and multi-agency meetings.
 - Data will show the gap between children with SEN and their peers as closing across the school
 - Data will show the gap between children eligible for Pupil Premium and their peers as closing
 - SENCos meet termly with the inclusion governor

3) Training of staff for specific needs in the classroom

How will we assess the training needs of new and current staff with regard to good SEND practice?

What specific training is required for teachers to meet the needs of particular children in their class?

What training can be delivered in house and what training requires support from outside agencies?

- A staff audit of SEN training needs will be analysed and training to be set up from this.
- Training, advice and support to children with particular needs will be carried out by the SENCOs or outside agencies where required (including private speech and language therapist and educational psychologist).
- NQTs and new staff members receive training on high incidence SEN (ASD, ADHD, attachment, dyscalculia and dyslexia).
- Staff feel more confident in meeting the needs of all children in their class.
- Classroom observations show inclusive practices are embedded in school.

4) Early intervention of speech and language development with a focus on Foundation Stage

How do we ensure all children with possible speech and language difficulties are identified early and appropriate provision is in place?

How do we monitor and evaluate the effectiveness of S+L provision?

How do we ensure all teachers and teaching staff in Foundation Stage and Key Stage One have a secure knowledge of language development?

- Children who may have speech and language (S+L) difficulties in Foundation stage are identified early and appropriate provision put in place early through use of the FACT assessment and strategies.
- The FACT assessment is understood by teachers and strategies put in place as part of early intervention.
- Early support and advice for teachers and parents is provided for children identified as having more complex S+L needs early by the private therapist.
- Assessment of speech and language, (as part of the assess, plan do review cycle) for children who have been identified as having difficulties, is embedded into the assessment cycle.
- There is robust monitoring and evaluation of speech and language provision across Foundation and Key Stage One by class teachers, Year group leaders and SENCOs.
- Teachers in Foundation and Key Stage One have a good understanding of progression and skills acquisition within speech and language development.
- Training is provided to ensure foundation stage and Key Stage One teachers have a good understanding of the stages of language acquisition and how to provide opportunities to develop this further in QFT.
- All learning areas are speech and language friendly - monitored by SENCOs and private speech and Language therapist through learning walks.
- Teachers, SENCOs and Year group leaders have clear understanding of progress and next steps for children involved in a speech and language intervention.
- Strategies and advice given from NHS speech and language and private therapist are acted upon by class teachers and is evident in quality first teaching.
- Observations by SENCOs and Year group leaders shows good speech and language practice to be embedded in early years.
- Children identified as having speech and language difficulties make accelerated progress as a result of provision.
- The number of children identified as having speech and language difficulties in early years reduces over the course of the year as needs are met.

5) Embed complex needs learning environments for personalised learning

Which children will access the Nest and what is the criteria?

Which children will access the Hive and what is the criteria?

Who will oversee the provision in these learning environments?

Will any extra training for staff members working in these area be required?

How will their effectiveness be measured?

- The criteria for children accessing these learning environments is understood and followed by class teachers and year group leaders.
- Year group leaders commission the services of these learning areas through Heads of School At TAC meetings
- Assessments (including SEN assessments) before and after intervention are carried out and used to measure the success of these environments on pupil progress.
- Children accessing these learning environments make accelerated progress (both academic and non academic)
- Provision in these environments is closely monitored by Year group leaders and SENCos eg through observations and discussed during pupil progress meetings.
- Training is provided for teaching staff in house (working in the Nest) in Teaching and learning strategies from the 80:20 document
- Class teachers are actively involved in supporting planning and the next steps for children accessing these learning environments.
- Class teachers are acutely aware of the progress and learning these children are experiencing.
- Links are made between what is being learnt in the Hive or Nest and QFT so children can make generalisations about their learning

Key development area 1: To further raise the profile of vulnerable groups in school.

Actions	Success Criteria	Aspirational Target (measurable)	Who has responsibility?	Cost attached. Budget code	Training	Notes on Progress and Impact	Notes on Progress and Impact	Notes on Progress and Impact
						Autumn Term	Spring Term	Summer Term
<p>. Increased levels of monitoring and analysis of SEND provision by teachers, SENCOs and Year group leaders.</p>	<p>- New Intervention monitoring system (o track) established. - Year group leaders and SENCOs to commission provision from heads of school through TAC meetings. -SENCOs to be involved in all pupil progress meetings. -Year group leaders and SENCOs to be involved in implementing and monitoring outside agency advice. -OFTS half termly review cycle embedded - Leaders focus on vulnerable groups in the six weekly cycles.</p>	<p>Higher rates of progress for SEND children than the rest of the cohort across the school.</p>	<p>Heads of Year (HoY), SENCOs and Teachers</p>		<p>Inputting interventions on O track</p>	<p>Action -</p> <ul style="list-style-type: none"> • Use o track intervention monitoring system • PPM attended by SENCOs • External agency advice monitored by SENCOs and HoY • HoY commission through TA meetings • OFTS cycle embedded • HoY focus on vulnerable groups in cycle 	<p>Action -</p>	<p>Action -</p>
						<p>Impact -</p>		

<p>To increase the number of Higher Needs funding (HNF) applications submitted and EHC plan requests.</p>	<ul style="list-style-type: none"> • Year group leaders and SENCOs confident in knowing what is required for a successful HNF request • There is an increase in the submission of HNF and EHC plan requests. 	<p>All children requiring a Higher needs funding or an EHC plan request have had them submitted and accepted</p>			<p>Writing HNF and EHC plan requests.</p>	<p>Action -</p> <ul style="list-style-type: none"> • Training on HNF and EHC plan requests • HoY and SENCOs completed requests 	<p>Action -</p>	<p>Action -</p>

Key development area 2: New SENCo team established

Actions	Success Criteria	Aspirational Target (measurable)	Who has responsibility?	Cost attached. Budget code	Training	Notes on Progress and Impact	Notes on Progress and Impact	Notes on Progress and Impact
						Autumn Term	Spring Term	Summer Term
New SENCOs to take on new roles and responsibilities	<ul style="list-style-type: none"> - SENCOs involved in robust monitoring and evaluating of SEN provision (see what good looks like above) -involvement in all OFTS meetings -Have a clear understanding of the SEND process and disseminate this to others -Administer or support teachers to carry out specific SEN assessments -Carry out training around High incidence areas of SEN in school. Staff audited for SEND understanding -Organising outside agency involvement 	SENCOs confident in role and analysis of SEND provision will show increased rates of progress for SEND children.	SENCOs Executive Head		Ongoing support and training by personalisation teacher Fairfield lead SENCOs team - support	Action: Successful handover of role to SENCO team Arrange involvement of SENCo lead team (fairfields) Impact:		

Key development area 4: Early intervention of speech and language development with a focus on Foundation Stage

Actions	Success Criteria	Aspirational Target (measurable)	Who has responsibility?	Cost attached. Budget code	Training	Notes on Progress and Impact	Notes on Progress and Impact	Notes on Progress and Impact
						Autumn Term	Spring Term	Summer Term
The FACT assessment is understood by teachers, strategies put in place as part of early intervention and S+L assessment part of the assessment cycle	FACT tool used by teachers and strategies documented on dec. of intent or OFTS. Strategies observed in lessons	Children with speech and language difficulties all meet aspirational targets on OFTS	Teachers, SENCOS Heads of Year Private Speech and Language therapist		FACT training for new teachers and FS refresher	Action: Training using the FACT Support by SENCOS to implement strategies from the FACT and S+L therapist		
Training is provided to ensure foundation stage and Key Stage One teachers have a good understanding of the stages of language acquisition	Staff confident in understanding of language acquisition Training provided by private S+L therapist	S+L children meet aspirational targets	Teachers, SENCOS Heads of Year Private Speech and Language therapist			Training provided by S+L therapist		

Strategies and advice given from NHS speech and language and private therapist is acted upon by teachers and monitored by SENCOs	Strategies evident in QFT Strategies documented and reviewed on OFTS or Dec of intent	S+L children meet aspirational targets	Teachers, SENCOS Heads of Year Private Speech and Language therapist			SENCOs support teachers to implement strategies and monitor the delivery		
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Key development area 5: Embed complex needs learning environments for personalised learning

Actions	Success Criteria	Aspirational Target (measurable)	Who has responsibility?	Cost attached. Budget code	Training	Notes on Progress and Impact	Notes on Progress and Impact	Notes on Progress and Impact
						Autumn Term	Spring Term	Summer Term
The criteria for children accessing these learning environments is understood and followed by class teachers and year group leaders.	-Criteria met by all children accessing the Nest and Hive -Leaders commission places in through the Heads of school	All children accessing Hive or Nest have met criteria	Staff in Hive and Nest Class teachers Senco Heads of Year			Action: Heads of school commission spaces once criteria is met		
Assessments (including SEN assessments) before and after intervention are carried out and used to measure the success of these environments on pupil progress.	All SEN assessments carried out as part of assessment cycle	Assessment show progress ansmet aspirational targets	SENCOs, class teachers staff in Hive and Nest		Training in SEN assessments	Action:SEN assessments carried out and training on relevant SEN assessments		

Class teachers are actively involved in supporting planning and the next steps for children accessing these areas	<p>Teachers meet regularly with Nest and Hive staff.</p> <p>Children make accelerated progress in area of need</p> <p>Strategies in place on both the classroom and Nest/Hive</p>	<p>Strategies used in Hive and Nest are replicated in classrooms - evident in lesson observations.</p> <p>Transitinn to the Hive to main class is graduated with consistent approaches</p>				Action: regular meetings set up between teachers and staff in Hive and Nest.		
Staff in Nest to be trained in 80:20 practices	Training takes place by Heads of Year in 80:20 teaching	All staff confident to deliver all aspects of 80:20	Heads of Year Staff in Nest		80:20 training	Action: Training delivered by HoY to support staff		