# Post-Ofsted Action Plan – Section 8, July 2020

Severndale
Specialist Academy

(Note: In order of chronology, not urgency)

| Evaluation and Review of Safeguarding Culture | | | | | |
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| Targets | Success Criteria/ Impact<br><br>**Overall impact - Staff will demonstrate improved safeguarding knowledge** | When | Actions taken/ next steps:<br><br>**SLT update 20/10/20**<br>**SLT update 6/11/20**<br>**SLT update 30/11/20**<br>**SLT Impact statements 11/12/20** | RAG Rating | |
| | | | | Progress | Impact to target |
| **Ofsted – July 2020, Section 8 letter to be released Sept 2020**:<br><br>Note:  Targets and recommendations have been lifted directly from the Section 8 letter to negate the need to cross reference.<br><br>1)  To ensure the current Safeguarding and CP Policy accurately reflects national statutory guidance, such as Keeping Children Safe in Education 2020. | The safeguarding policy includes:<br>-  silencing factors<br>-  SEND specific issues and risks<br>-  Examples of sexual violence, up skirting and contextual safeguarding for Shropshire<br>Draft policy circulated as consultation document to all staff to ensure training for reporting concerns for **all** staff is in place. Ratified by Trustees by 30/9/20<br>**Impact**: The Safeguarding and CP policy is bespoke to Severndale, enabling the school community to meet the safeguarding needs of all pupils. | 18/9/20 | The policy has been re-written using the updated Shropshire Safeguarding & Child Protection policy as a model. This has been cross referenced with Telford & Wrekin's model policy.  The policy is school specific and identifies additional risks associated to children & young people with a Learning Difficulty. This has been shared with staff, parent carers and the wider community. | | DSLs and the Principal have worked hard to review the child protection and safeguarding policy.<br><br>An example of the robustness of how staff are following the policy on 09/12/20. Following a concern raised, the receptionist, unprompted, reminded an agency member of staff of the contents of the child protection policy and pointed out that she had breached this.  The agency staff member immediately apologised and said that this wouldn't happen again.<br><br>Futures have already actioned key aspects of adult safeguarding training. An addendum to policy is being added. |
| | Table of early indicators of risks for all staff to identify in relation to the breadth of SEND needs.<br>Promote through training and policy sign off.<br>**Impact**: Everyone in the Severndale community are aware of early indicators of risk and are confident about acting on the presentation of these. | 21/9/20 | Staff knowledge has dramatically increased – evidenced on My Concern.  Quality of concerns raised and quantity has improved.<br><br>Safeguarding Learning walk data/ outcomes - report of how this is used to feedback into the DSL team to continuously improve and also identify good practice and instil a positive culture of safeguarding.<br><br>In Early Help meetings teachers are referring to information being shared | | The impact of recent training is positive. Staff knowledge is well-developed as a result.<br><br>The Academy have accurately identified ways to strengthen practice from recent Prevent training – including the promotion of British Values and a suitable policy.<br><br>In the weekly DSL supervision meetings, LA updates from the Shropshire safeguarding drop-in sessions and training is allocated. This is supervised within weekly meetings. DSLs are now able to give peer-to-peer DSL support. A good example of this was shown on 10/12/2020 where the traffic light system |

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| | | | through DSLs and Safeguarding updates. | | to identify sexualised behaviour was shared by a deputy DSL. This was shared organically from a behaviour management update and discussions. |
| | Draft policy launched and circulated to all staff as a consultation document, allow for suggestions before ratification by Trustees in Sept 20<br>**Impact**: The policy is co-produced and reflects the needs of the school. | 18/9/20 | Feedback was collected from staff – what did staff feedback.<br><br>Audit actions to add in to the policy. | | Examples of how staff have contributed to the policy include teachers who wanted to ensure the needs of their non-verbal pupils were reflected. |
| | Department improvement plans specifically include improvements to safeguarding within department - cross-referenced to safeguarding & CP policy.<br>**Impact**: Staff demonstrate up to date safeguarding knowledge and expertise. | 1/1/21 | Departmental improvement plans – SMT Workshop and evaluate as part of DL/DC Performance Management reviews.<br>Impact of this on the RAP | | Teaching staff demonstrate the culture that safeguarding is everyone's responsibility. Staff knowledge is developing well as the result of a robust training programme. |
| Ofsted – July 2020:<br>2) To ensure Trustees and those responsible for governance are able to scrutinise the arrangements for safeguarding on a termly basis through a series of audits and checks. | All Members and Trustees completed NSPCC Child protection for school governors training – this is in addition to the usual induction training, annual/ termly DSL updates and compliance activities for KCSIE. Input from Siobhan Hughes will support and embed training. Impact of training is identified and next steps are factored into follow up training/ activities.<br>**Impact**: Members and Trustees further develop safeguarding knowledge. | 30/9/20<br><br>Quality check and evidence of impact 1/1/21 | Trustees have all completed NSPCC and NGA on top of the usual updates to Safeguarding policy and KCSIE 2020.<br><br>Need to email to ask for Children Social Care availability to input into Trustees training.<br><br>In Early Help training delivered by an AP, Trustees were highly engaged and asked challenging questions regarding identification and process for raising a concern, referral and outcomes.<br><br>Quality check – Trustees to complete the quiz, and DSLs to follow up with survey questions.<br><br>Trustees have attended Safeguarding Governor Induction Training with Telford and Wrekin Safeguarding Team – 21/10/20 | | Trustees scored an average of 89% in the autumn 'Keeping Children Safe in Education' quiz. |

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| | Safeguarding link Trustee to scrutinise and test safeguarding systems and procedures including:<br>- SMT/ SLT safeguarding audit trail of safeguarding referrals/ concerns raised<br>- Safeguarding training and testing records<br>- Single Central Record<br>– Actions and outcomes reported termly at Trustees meetings.<br>**Impact**: Trustees are confident that safeguarding systems and practice are effective. | 30/9/20 | Link Trustee has come into school and questions of the HR officer and checked files and staff contracts.<br><br>The SCR was also checked – no issues identified.<br><br>Next check will be in Autumn 2 – Focus on References - no issues identified<br><br>Checks have been reported back to the Health & Safety Safeguarding Committee, and the Health and Safety Committee will report to the Trustee Board.<br><br>ESFA are scrutinising Trustee minutes and Trustee structure, training and skills - From June 2020 to Autumn Term 2020.  Documents have been shared and reviewed via the DfE – No issues identified<br><br>SCR, Staff files checks, safeguarding audit, sample of reference requests – systems are robust - recommendations to further tighten up measures will be fully implemented and embedded by 31 January 2021. | | When visiting the Co-Lead DSLs on a weekly basis, the Chair of Trustees challenged them to further develop staff knowledge of local context for Prevent.<br><br>Following recent training, when scrutinising the SCR, the Chair of Trustees found it to be fully compliant. This same judgement was reflected in the Telford and Wrekin Safeguarding Audit: "Overall, safer recruitment is a key strength of the academy."  Safeguarding report 11/20. |
| Ofsted – July 2020:<br>3) To identify a transparent process for evaluating impact of improvements to safeguarding, on a termly basis. | Safeguarding SIP circulated to all staff as part of the launch of the safeguarding & CP draft policy.  Staff use this information to feedback and input into department improvement plans. Weekly updates are shared with staff.<br>**Impact**: All staff, leadership and governance understand what is required to improve safeguarding practice. | 30/9/20 | Post Ofsted Action Plan was circulated to staff, Trustees and parents.<br><br>Comments regarding the policy and discussions at SLT have been added to the plan in addition to the Ofsted recommendations. | | DSLs have a sound knowledge of local threshold guidance and processes for child protection & safeguarding.<br><br>As a result of accurate self-evaluation they are seeking further training and guidance from other local authorities responsible for children who are on roll, such as Telford & Wrekin Council. |

| | | | Operationally, My Concern data is used on a weekly basis to fine tune/ identify issues or gaps/ and raise the profile of key areas of learning.<br>There are currently (11/12/20):<br>6 new cases<br>37 open<br>This is an indication of the vast improvement of how DSLs were managing safeguarding records prior to Autumn 2020. The Principal spot checks and encourages swift actions and recording of this to ensure new and open cases are dealt with, recorded, and closed in a timely way. | | Issues identified with the actions/ recording of actions are identified in a timely way and recorded in the DSL supervision meetings. |
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| | Quality assurance checks and audits identify and report on weaknesses and to identify impact of safeguarding systems.<br><br>This includes feedback from external quality assurance check with external partner (Diane Pye). This will include:<br>- Safeguarding standing agenda item during departmental meetings and SLT strategy meetings (not just at current safeguarding meeting-operational)<br>- This agenda item will report on the weekly number of concerns, breakdown of referral type, referrals and outcomes.<br>- Identify potential areas of weakness and identify impact, and subsequent actions<br>**Impact**: The review and evaluation of safeguarding systems is robust. | 1/1/21<br><br>Termly over the academic year 2020. | Discussions are being held internally regarding process and QA – quality checks will commence after half term. This will include:<br>- New/ open concerns on My Concern<br>- Quality of referral<br>- Safeguarding boards<br><br>Systems are being embedded during Autumn 1, Autumn 2 – external review with Telford & Wrekin Safeguarding completed.<br><br>List of internal audit headings and dates to cover the next 2 terms. | | The safeguarding audit provides evidence of rapid progress made.<br><br>"Evidence presented indicates that children are safe. Evidence of effective safeguarding practice." Safeguarding report, 11/20. |
| | Report the evaluation of termly reports to trustees through DSL departmental reports. Share key findings and lessons | 1/1/20<br><br>Paddy Jones | Notice boards in each of the 6 staffrooms and key areas of school will be completed 5/11/20 – these will | | DSLs have worked hard to develop a core set of resources to be displayed across all of the Severndale sites to help provide all staff |

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| | learnt onto Safeguarding noticeboards – pupil and staff noticeboards<br>**Impact**: All staff confidently evaluate safeguarding practice. | | be updated by departmental safeguarding champions. Completed<br><br>Feedback from supervision meetings to be agreed and updated onto noticeboards<br><br>Impact of this feedback to supervision meetings via staff targeted focus quiz question/ 3 question survey. | | with information on the safeguarding procedures and good practice.<br><br>Next step: Pupil focused boards and resources will be tailored to meet the needs of pupils in departments/ age related. |
| Ofsted – July 2020:<br>4) To check and evaluate the effectiveness of safeguarding training of all staff, on a half-termly basis. | All staff complete a series of safeguarding tests and quizzes that enables evaluation of staff understanding following training and the identification of next steps/ further training needs.<br>**Impact**: Confidence in staff safeguarding knowledge and expertise. | 1/1/20–over the academic year 2020 | Informal survey information from Safeguarding Learning Walks and data is being complied and completed by 6/11/20– this has informed weekly Safeguarding updates. This is documented in DSL meeting minutes.<br><br>Safeguarding tests/quiz to be completed by all staff and Trustees by 13/11/20<br><br>Staff enjoy being tested and asked safeguarding survey questions. | | In the autumn 'Keeping Children Safe in Education' quiz, the majority of questions were correctly answered by 94+% of staff.<br><br>Staff have really enjoyed participating in this activity and have been clearly motivated by gaining top marks! If staff drop marks they have re-taken the test. Documentation and updates have also addressed any misconceptions/ confusion.<br><br>"Staff of the Academy presented as very open and honest and are working very hard to build a stronger safeguarding culture." |
| | Training logs are streamlined for ease of use.<br>**Impact**: Confidence that all staff have full and up to date safeguarding knowledge at all times. | 4/9/20 | All training is recorded on SIMS. | | "All staff and Governors have undertaken a large-scale training programme." |
| | Key staff engage in Listening Circles/ Problem Solving Circles to discuss aspects of safeguarding training and offer peer supervision and support.<br>**Impact**: All staff demonstrate that they are practiced in identifying safeguarding risks and know how to report concerns. | 1/1/20<br><br>On-going | Problem Solving circle training has been delivered to DSLs<br><br>This technique is being used to review case studies to support lessons learnt with regards to MARFs/ EH referrals that have been unsuccessful in the past. Outcomes of these are recorded on My Concern, Lessons Learnt | | Teaching staff are able to demonstrate how they identify safeguarding concerns, such as from disclosures from pupils and observations of pupil's presentation.<br><br>Next steps: On-going audits of MARFs by Compass show improvements made and recommendations for further development. DSLs have shared and provided a workshop opportunity for Deputy DSLs on writing a |

| | | | Next step: Focus on how this method can be introduced appropriately with class staff | | 'good' MARF. Future audits will be done in partnership with DSLs. |
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| | | | Use of tool for other problem solving situations | | |
| Ofsted – July 2020: <br> 5) Leaders' record-keeping and ongoing monitoring of safeguarding concerns are not effective. | DSLs understand the full operational functions of the My Concern system. This includes breakdown analysis of: <br> - Number of concerns raised in specified time periods <br> - Number of referrals made to other services <br> - Breakdown of type of concerns <br> - Outcomes <br> - Timeframes <br> **Impact**: Safeguarding data and records are maximised, systematically identifying local risk factors and enabling proactive measures. | 30/10/20 <br><br> Embedding practice over the academic year – Termly reports | DSLs are routinely generating reports for different stakeholders such as DSL meetings and Trustees. <br><br> This is being used to support accountability and for information sharing. <br><br> Principal uses this data to give timely reminders and motivation to ensure concerns are recorded in a timely and quality way. <br><br> Identification of 3 highest concerns – does this match the 3 highest concerns of the Safeguarding Partnership? <br><br> Use of neglect tool for Visual Contact - implemented from December 2020 <br><br> Child Exploitation/ Safeguarding Vulnerable Adults – West Mercia Police Exploitation and Vulnerability <br><br> Supervision training – Telford & Wrekin <br><br> Healthcare meeting – Follow up with Dominic Wall meeting re Healthcare in Special Schools – need for a Health/ school agreement to be in place. | | At half term, the three highest concern categories across Severndale were welfare, well-being and home issues which closely correlate to the county-wide issues of neglect and domestic violence. <br><br> DSLs monitor the data closely for any concerns related to county lines (another county-wide issue). <br><br> It would be helpful to align to Telford and Wrekin's 'single-agency response' approach as this would give a more accurate reflection of additional support offered to families (early intervention without threshold). |

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| | | Appointment of a Family Support Worker as part of the LA Strengthening Families Programme – December 2020<br><br>Impact – clear lines of communication and information sharing with partner agencies. Robust partnership working where all partners understand and utilise shared systems of risk assessment and actions. | | | |
| | SMT and SLT meetings demonstrate analysis and review of trends and patterns of concerns/ referrals over time.<br>Audit trails of this are scrutinised and checked by the link Trustee for Safeguarding - This will be shared with the Trustee group.<br>**Impact**: Trustees are confident that DSLs fully understand and demonstrate effective use of safeguarding systems to proactively identify risks. | 1/1/20 | Trends and patterns are being reviewed on a weekly basis with DSLs.  This informs DSL practice and observations and actions.<br><br>This will be reported on and shared with SLT, Trustees and staff after half term.<br><br>Safeguarding link Trustee has a weekly drop in with DSLs to check key focus areas - the outcomes of these are to be shared with Trustee group.  Meetings are collaborative in nature and to triangulate evidence. | | "Through talking with the Co-Lead DSLs, I am now confident that the My Concern system is being used appropriately by staff." Chair of Trustees.<br><br>"Completing safeguarding training has given me more insight into how to challenge staff around practice." Chair of Trustees. |
| Ofsted– July 2020:<br>6)  To ensure the shared safeguarding responsibility between partnership providers is consistent (focus for improvement is on Shrewsbury College site) | A safeguarding communication protocol identifies clear lines of communication between staff and DSLs at both partnership providers.<br>**Impact**: Staff at Futures and key staff at Shrewsbury College work systematically to communicate safeguarding concerns. | 4/9/20 | Protocols for Safeguarding have been identified, DSLs have been introduced to students, and DSL posters have been shared and distributed across Futures and Shrewsbury College.<br><br>All partnership protocols have been reviewed and shared with stakeholders.  Parents will have this after half term. | | Futures staff are able to clearly articulate the areas for development at Shrewsbury College. Staff from Futures and Shrewsbury College are able to demonstrate potential risks and how these are being mitigated.<br><br>Students at Futures are able to describe how they are kept safe. |
| | Operational agreements between partnerships explicitly identifies Safeguarding systems and responsibilities when pupils use the | 4/9/20 | | | DSLs at Futures are able to clearly describe and explain the post-19 framework for safeguarding adults. Shrewsbury College staff are fully conversant in Futures safeguarding processes and procedures and |

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| | college site.  This is shared with staff and Trustees.<br>**Impact**: Staff at Futures and key staff at Shrewsbury college confidently follow lines of safeguarding accountability and responsibilities (as well as at Severndale@Mary Webb) | | Protocols with SALT and other visiting professionals will also be reviewed.<br><br>Next step – Introduce a Leadership/ DSL meeting to bring all agencies together to identify strengths and areas for further development.<br><br>Identification of risks associated to partner organisations and how these can be supported/ mitigated against e.g. Peer-on-peer, Hate crime (disability, race) | | are able to identify Futures students. Staff from both sites are able to articulate the shared communication protocol. |
| SLT target:<br>7) To ensure the accurate implementation of new SCR software and use to monitor compliance and training needs of all staff. | Software displays and evidences school compliance with legislation and requirements.<br>**Impact**:  Training records and compliance checks can be stored in one place and monitored easily. | 30/10/20<br><br>On-going through the Autumn Term. | SCR compliance is in place and secure.<br><br>Sentry software can include an audit process for Safer recruitment to bring records altogether.  On-going. | | "The Single Central Record (SCR) is meticulously monitored, regularly reviewed and closely monitored." Safeguarding report, 11/20<br><br>The SCR captures all compulsory training records.<br><br>Next step: robust transition to online software system. |
| SLT target:<br>8) To ensure that safeguarding continues to have a high priority and visibility around Severndale sites and that pupils are aware of key information and staff. | Safeguarding Team posters are displayed and on TV screens in appropriate places for students and visitors to view.<br>Website updated to include a safeguarding tab.<br>Supply staff, temporary teachers and visitors continue to be given appropriate information regarding key staff and procedures.<br>**Impact**: A culture of safeguarding is evident across all sites for all members of the school community. | 1/10/20 | DSL posters are displayed across the academy in all classrooms, staffroom and key public places, including reception.<br><br>Website now has a Safeguarding Tab with updated information to support staff, pupils and families.<br><br>Safeguarding champions have been identified across all departments and they update the staffroom noticeboards with updates and the reception screens.<br><br>Evaluate the impact next half term – culture of Safeguarding is emerging through the quality and consistency | | "Staff can't do any more to keep us safe." Pupil in Formal Department, Pupil survey.<br><br>"I've been transformed attending Mary Webb." Pupil attending Severndale@Mary Webb, pupil survey.<br><br>During the recent safeguarding audit, staff from site services and the admin team, as well as class-based staff, self-promote and proactively put forward ideas for continuous improvement and can give clear examples of safeguarding situations that they have dealt with, and the outcomes for children.<br><br>"Teaching staff interviewed as part of the audit demonstrated the culture that |

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| | | | | of reporting and actions to support safeguarding, particularly with regards to Absence management.<br><br>School staff consistently maintain daily contact with families when children and young people are attending school and also during any absence.  New monitoring tool on SIMS is capturing all contacts made by teachers during periods of COVID-19 isolation/ other absence. Introduced to teachers w/b 2/11/20.<br><br>Expectations for distance learning and support have been consulted on by pupils, staff and families. Expectations have been shared with families to ensure delivery is consistent and children and young people are kept safe when not in school. Letter sent w/b 2/11/20.<br><br>Next step: Re-introduce family forums, in addition to parent council, with a focus on the Safeguarding actions from a parent carer perspective. | | safeguarding is everyone's responsibility." safeguarding report, November 2020. |
| SLT target:<br>9) To ensure that all families know when they need help and develop trust in the system | Webstar and Early Help leaflet/ information are shared at every Annual Review and Child Centred Induction (CCI) meeting.<br>**Impact**:  Parent/carers feel empowered and informed and understand that Early Help can be used to support them when needed. | 30/10/20 | | Webstar and other documentation is being assessed as appropriate for the CCI<br><br>The Summer Holiday support leaflet to be amended and circulated to all staff who support AR and CCI meetings – this will also be available on the academy website.<br><br>DSLs have sourced additional resources aimed at empowering parent carers to engage with external support and agencies.  This will be | | This academic year, 8 parents have consented to support via the Early Help process.<br><br>Teachers proactively engage with families to support a range of needs.<br><br>On 09/12/20, when a parent emailed various staff members for help, a rapid response was given as a result of effective, multi-agency teamwork.<br><br>Next step: Holiday help and Early Help leaflets will be given out systematically at key |

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| | | | shared and followed up with a short parent survey/quiz to assess confidence levels. | | | times eg AR, Doorstep visits, end of term, and as part of the induction process. |
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| SLT target: 10) Review the DSL structure to maximise accessibility to advice and support, reflecting the needs of all pupils | Department leads are all trained as DSLs and understand the role of a deputy DSL.  There are clear lines of accountability, and roles and responsibilities are clearly defined. **Impact**: The school community feels confident that they can access advice and guidance at any time | 30/9/20 | This is in place and secure.<br><br>The structure of DSL flow chart is presented on the poster for reporting a concern.<br><br>DSL weekly meetings keep DSLs updated, empowered, and motivated to share thoughts, ideas and initiatives/ strategies to support the school community.  There is high engagement in the DSL weekly meetings.<br><br>Information and thoughts are shared from the DSL meetings to the fortnightly DCT and EH meetings via the DSLs.  There is positive engagement with colleagues from the external agencies who attend. | | There is a clear reporting structure across all sites of the academy in place. All staff spoken to have a strong knowledge of this reporting structure and can demonstrate how and when they have followed it.<br><br>The expansion of the DSL's was described by everyone we spoke to as working well.<br><br>During routine quizzing, 100% of staff are able to articulate who the Co-Lead DSLs are.<br><br>Teaching staff understand the internal escalation processes.<br><br>Teachers demonstrate a strong knowledge of the allegation's procedures. |
| SLT target: 11) All staff, visitors know what to do if they have a concern and know how to follow school processes for reporting this. | All staff and the wider school community have a copy of the new DSL poster and use it to remind them of the process to follow if they have a concern. Staff and members of the wider community are able to answer simple safeguarding questions adequately during safeguarding learning walks. **Impact**: The whole school community feels confident about following school safeguarding processes | 1/1/21<br><br>Half termly review and reporting | CEO of LCT has been triangulating understanding of Safeguarding knowledge.<br><br>Trustees were able to question extensively regarding Safeguarding input and training which evidenced their increased knowledge and confidence in safeguarding process.<br><br>There has been increase in pupil disclosure which evidences their increasing awareness of how they can safeguard themselves and keep their environment safe. | | "There is a clear reporting structure across all sites of the academy in place. All staff spoken to have a strong knowledge of this reporting structure and can demonstrate how and when they have followed it."<br><br>Next step – Pupil voice and parent voice will be developed to gain evidence to illustrate/ evidence confidence levels.<br><br>Use of lanyards colours and information on how to raise a concern on visitor badges. |

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| SLT target:<br>12) Develop strategies to support children and young people who are non-verbal/ who have limited communication, so that all children are equipped to give a disclosure if needed. | Key staff are trained in strategies that can support all children, particularly those who are non-verbal/ with limited communication skills, so that they are equipped and appropriately supported to disclose a concern.<br>**Impact:** All children with capacity are able to disclose their concerns to an appropriate adult. | 1/1/21<br><br>Half termly monitoring and identification of need/ gaps | Talking Mats training is due to be completed by 30/11/20.<br><br>Makaton Safeguarding modules will be completed by 30/12/20.<br><br>Evidence through normal practice of teaching and learning in communication strategies and pastoral programmes. | | "Pupils can describe safeguarding procedures and can provide evidence of when they follow these. "<br><br>"I tell adults when I'm not safe." Pupil survey.<br><br>Pupils also know they can contact the Principal directly, evidenced in pupil survey.<br><br>Next step: Evidence impact with pupils in Semi Formal department. |
| SLT target:<br>13) Establish a direct line of communication with parent carers of Severndale to gain feedback and confidence of levels of effectiveness. | Parent carer council is established and feedback is utilised to inform developments and progress to ensure effectiveness of communication and strategy.<br>**Impact**: Parent carers are more informed about the progress of the academy and are able to influence and inform improvements using a timely and proactive approach. | 1/1/21 – Established<br><br>On-going, monthly review | Introductory group to support the introduction of a parent carer council was held on: 16/10/20.  Parent carers informed TOR, key areas of focus, construction of the core group and wider group, and parental survey.  Feedback was given regarding terminology and communication.<br><br>Letter to parents sent to recruit for parent carer council on 23/10/20.  Good response from this so far. No closing date.<br><br>Meeting was held 9/12/20 - and to continue a monthly basis. Core group and wider group will meet with a clear focus for each meeting: January focus – Pupil Progress & Parent/ staff SEND workshops and forum conference.  Ideas for themes included of communication strategies, behaviour management, sleep, eating and drinking – parent survey will identify key workshops/ training offer – input from other agencies would be welcome.  Parent carers would like to meet key people from other organisations.<br>February focus – EHCPs | | In the Parent Carer Council on 09/12/20, parents were in discussion regarding the progress of safeguarding and identified that safeguarding wasn't just about what happens in school, but more importantly, effective partnership working from all agencies. Parents welcomed the efforts that agencies were making on a collective approach.<br><br>Feedback from parents – the recent change to weekly updates from the Principal has been informative, clear, and reassuring.  This change was in response to the parent survey results and feedback from parents, including Parent Trustees. |

| | | | On-going focus on parent carer communications including the development of consistent class group weekly updates. | | |
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| SLT target:<br><br>14) Establish a system to enable effective and efficient integrated monitoring of attendance with safeguarding information. | Attendance and safeguarding monitoring systems are combined to ensure timely actions are strategic and systematic in line with the absence management strategy.  Reports are reviewed weekly to monitor actions and progress made in supporting the attendance of vulnerable groups of pupils.<br>**Impact**:  Attendance rates are maintained at a high level | 30/11/20 | SIMS is being further developed to incorporate safeguarding information/ status to enable effective filtering of attendance/ absence data to further inform monitoring reports. W/b 9/11/20.<br><br>Combined DSL, LA EWO and LA SEND attendance monitoring on half termly basis – focus on persistence absence.<br><br>'O' Codes and 'I' Codes, in particular are being challenged on a daily basis.  As a result, weekly monitoring shows that these aspects of pupil absence combined is kept to low figures of between 4.5% - 8.5%. Considering the additional issues resulting in Covid-19 anxieties this year, this results in relatively high pupil attendance (with the exception X codes) of 88.3% overall (fluctuations of attendance vary daily to reach as high as 95%).  Last year's attendance for the same period was 92.8%.  Attendance is good compared to the (non-Covid) average national attendance in Special Schools that averages at 89.8%, (Autumn 2020 term is averaged at 77%). | | Weekly attendance reports from departments are recorded and actions identified at the weekly DSL supervision meeting.<br><br>"Pupils who are not in school are contacted in a timelier manner and the most vulnerable are identified and placed as the highest propriety." Safeguarding report, November 2020.<br><br>Next steps – Integrated SIMS reporting to enable focused monitoring of 5% bandings and identification of vulnerable groups. |