

## 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"> <li>• Attainment is closely monitored through the use of the Classroom Monitor system in order to identify those 'falling behind'.</li> <li>• TAs are utilised effectively in order to achieve maximum impact.</li> <li>• Interventions are monitored closely and regularly to ensure maximum impact.</li> <li>• IPM targets are reviewed <b>at least</b> termly and adjusted according to pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated progress made by children with SEND.</li> </ul>	<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"> <li>• Children with SEND are able to improve their work through more focused classroom strategies such as THRASS and Talk for Writing.</li> <li>• As far as possible children are enabled to remain in the classroom for discrete small-group intervention sessions.</li> <li>• Book reviews and learning walks will reveal little difference in expectations between children with SEND and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer children with SEND do not miss out on key elements of learning as a result of interventions.</li> </ul>	<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"> <li>• Staff are fully aware of SEND identification procedures used within the school.</li> <li>• Staff are aware of Quality First Teaching strategies which should be implemented before raising additional concerns with the SENDCo.</li> <li>• Staff receive updated training on the effective completion of Individual Provision Maps (IPMs) and Year Group Provision Maps (YGPMs), particularly NQTs.</li> <li>• New staff receive an SEND induction pack and have additional time with the SENCo in order for any queries to be answered.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND procedures followed by all staff.</li> <li>• Early identification of SEND.</li> <li>• Early intervention for children with SEND.</li> <li>• Up-to-date IPMs/YGPMs.</li> </ul>	<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"> <li>• Needs are identified early and appropriate advice given regarding Quality First Teaching strategies.</li> <li>• Children with a higher level of need are assessed as appropriate by ZB or KH and recommendations given to teachers/parents.</li> <li>• Teachers are confident in setting up interventions and selecting relevant children to participate.</li> <li>• Consideration is given to extra TA support, where necessary, within the schools' financial capabilities.</li> <li>• In extreme cases, extra funding is applied for in order to provide additional 1:1 support.</li> <li>• Level and type of support is monitored closely to ensure maximum impact.</li> </ul>	<ul style="list-style-type: none"> <li>• All children are enabled to reach their full potential, either through Quality First Teaching methods, small group interventions, or additional TA support.</li> </ul>	<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"> <li>• Opportunities will be made available for parents to comment on or make suggestions about the support they have received.</li> <li>• Additional parent meeting slots will be available when IPMs are due to be reviewed, in line with the new Code of Practice.</li> <li>• Discussions at these meetings will be recorded using a standard template and kept on file for future reference.</li> <li>• ZB and KH will maintain regular contact with specific parents whose children have a high level of need.</li> <li>• Annual Review meeting will become more child-centred, in line with the new Code of Practice.</li> <li>• A Parent forum will be set up to ensure parental views are gathered regularly and feedback is acted upon where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Over 90% of parents of children with SEND are engaged with the school and attend their child's termly SEND Review meeting.</li> </ul>	<p>Immediate and ongoing</p>	<p>Zayla Beecham</p>