

**Key objective - To ensure all pupils groups including disadvantage and those with SEND make exceptional progress.**

**Current Benchmark Position:** Pupils with identified SEND needs have low attainment across the school. Teachers are increasingly being held accountable for the progress and attainment of the children with the highest needs who have historically had their provision and learning led by either their 1:1 adults or the previous SENCO with limited impact. There have not been consistent approaches to presenting needs and inconsistencies in the use of the graduated response. Children with SEND have low attendance levels, in part due to the number of part time timetables, but also through pupil voice, due to their sense of belonging. Some environments lead to good SEND provision but this is not yet consistent across all classes.

Autumn – Spring 1	Actions	Monitoring	Spring 1 – Summer 2	Actions	Monitoring
<p>Key Result 1</p> <p>Robust processes correctly identify pupils with SEND and a clear graduated response process is used consistently by all teachers.</p>	<ul style="list-style-type: none"> <li>ILPs are written in Week 1 and shared with parents/carers.</li> <li>Targets are shared with pupils and targets in in journals</li> <li>Pupil and parent/carer voice are woven through SEND processes.</li> </ul>		<p>Key Result 1</p>	<ul style="list-style-type: none"> <li>Provision in all ILPs is 'in addition not or different from'</li> <li>Teachers are consistently completing graduated response records and individual provision maps</li> <li>An interventions list is in place and supports teachers to identify next steps following assessment at Universal +</li> <li>Assessment is carried out for all children currently at SEND support to ensure that area of SEND has previously been correctly identified</li> <li>A SEND assessment cycle compliments the current assessing to improve cycle and supports early identification of SEND needs</li> </ul>	
<p>Key Result 2</p> <p>There is a decrease in pupil disengagement.</p>	<ul style="list-style-type: none"> <li>Pastoral support plans written by SENDCO, teachers and shared with parents/carers. Reviewed half termly.</li> <li>Interventions and spaces timetabled to meet need</li> <li>The positive behaviour policy and the corresponding appendices are re-written to reflect our community and needs.</li> </ul>		<p>Key Result 2</p>	<ul style="list-style-type: none"> <li>The positive behaviour policy and the corresponding appendices are re-written to reflect our community and needs.</li> <li>PINs behaviour audit actions are in place and having impact on pupil behaviour</li> <li>Behaviour incidents are transferred to Brom Com</li> <li>EP input, initially in year 2, leads to more children being able to access classroom learning and staff being equipped to manage possible dysregulation before it occurs</li> </ul>	
<p>Key Result 3</p> <p>Interventions are planned, purposeful and evaluated to enable progress.</p>	<ul style="list-style-type: none"> <li>Any intervention or support has been initially identified by teacher and cascaded through sequence of SEND expectations - through a clear foundation of monitoring and assessment.</li> <li>Teachers effectively adapt their teaching and planning to ensure all SEND pupils needs are met.</li> <li>Interventions ensure that pupils have bespoke provision before diagnosis/assessment is sought.</li> <li>Evidence trail of intervention is robust and evaluates progress and feeds into</li> </ul>		<p>Key Result 3</p>	<ul style="list-style-type: none"> <li>Teachers effectively adapt their teaching and planning to ensure all SEND pupils needs are met.</li> <li>Any intervention or support has been initially identified by teacher and cascaded through sequence of SEND expectations - through a clear foundation of monitoring and assessment.</li> <li>Interventions ensure that pupils have bespoke provision before diagnosis/assessment is sought.</li> <li>Evidence trail of intervention is robust and evaluates progress and feeds into identifying next stage of graduated response.</li> <li>Teaching assistants are increasingly confident in delivering interventions and provision</li> <li>A whole school provision map is in place which identifies interventions currently being delivered in school</li> </ul>	

	<p>identifying next stage of graduated response.</p> <ul style="list-style-type: none"> <li>Teaching assistants are increasingly confident in delivering interventions and provision.</li> </ul>				
<p>Key Result 4 Environments are planned and used effectively for SEND pupils.</p>	<ul style="list-style-type: none"> <li>Classroom environments and resources are well adapted to the needs of the most vulnerable pupils.</li> <li>SEND Bases: Aspire Centre, sensory room and Oasis are carefully timetabled and staff are equipped and trained to deliver the appropriate stage not age curriculum.</li> <li>Zones of regulation are re-launched and consistent in every learning environment alongside the commonality of language.</li> </ul>		<p>Key Result 4</p>	<ul style="list-style-type: none"> <li>Classroom environments and resources are well adapted to the needs of the most vulnerable pupils.</li> <li>Zones of regulation are re-launched and consistent in every learning environment alongside the commonality of language</li> </ul>	