



Avanti Hall School SEND action and development plan incorporating the main recommendations from the Education Endowment Foundation Report: Special Educational Needs in mainstream schools (March 2020). Within Avanti Hall School 50% of all pupils are on the SEN register.

EEF	Proposed action(s)	When for	Led by:	Potential costs	Success criteria
1. Create a positive and supportive environment for all pupils, without exception.	<p>All teachers will take responsibility for all SEND children that they teach. This will be done through regular CPD for all staff , based on research led protocols to support SEND students, for example: EEF guidance report, Chartered College, SEND excellence gateway and other recognised research projects.</p> <p>Create and maintain a process/ flowchart of identification, assessment, planning, delivering support and reviewing progress and impact that will be structured around the new curriculum and assessment cycle.</p>	<p>02/09/20</p> <p>02/09/20</p> <p>01/06/20</p>	<p>Par, JWo , CJe and KS1 and 2 leads</p> <p>CJe</p>	<p>£100 - resource printing</p> <p>Staff training</p> <p>N/A</p>	<p>Teaching Principals embedded in all lessons. Lesson structure being followed by all staff. All teachers receive fortnightly Drop in, with TP 5 (differentiation) showing clear and measurable improvement. Attendance levels for SEN children to be in line with rest of school and equal to, or above national average. 100% of teachers and LSAs will attend all CPD. Children identified within the Pupil Premium Cohort as having a SEND need will make progress in line with their peers There will be no attainment gap for SEN students. Student and parent voice showing developed positive provision for SEND students.</p> <p>All students to have 4 assessment points in an academic year. SEND student attendance will increase to become in line with national average. SEND support student’s behaviour logs will be on a positive trend, and incidents of negative behaviour should drop. Parent voice to notice improvement in wellbeing and clarity of home school communication. Student voice and questionnaires to show understanding of process.</p> <p>Staff absence will drop below 5% and reduce further over time.</p>

	<p>Staff absence to be dealt with more stringently in line with Avanti Policy. Occupational Health involvement needs to be timely.</p> <p>A wide ranging Extra- curricular programme will be created and promoted to SEND students in order to enrich all aspects of school life and allow all students to feel part of a community; to include wrap around care and Breakfast Club, homework club and subsidised for FSM/PPF children.</p> <p>Use positive behavioural rewards. Reinforce and actively model what is expected.</p> <p>Leaders use The EEF guidance report, <i>Improving Behaviour in Schools</i>, to support understanding of behavior management.</p>	<p>02/09/20</p> <p>02/09/20</p>	<p>SLT and Line managers Cover manager to record</p> <p>SLT,</p> <p>SLT and all teachers and LSAs</p>	<p>Occ Health fees</p> <p>Pupil premium funding, potentially £3-8K – Non PPF children to self-fund</p>	<p>Student attendance to increase and meet school target of 97%.</p> <p>Register of extra- curricular activities to show percentage of SEND support children to be equal or greater to their peers. A wide range of extra- curricular activities will be available for all age ranges, calendared and published. Homework clubs timetable to be created.</p> <p>Reinforced expectations through wider curriculum and in lessons will show an improved balance between negative and positive behaviour to at least 7 (positive) to 1 (negative) across all the school.</p> <p>Parent, student and teacher voice echoes increased understanding of provision for students with SEND and highlighted in termly reports to HUB Board.</p>
<p>2. Build an ongoing, holistic understanding of the school's pupils and their needs</p>	<p>Every child with an EHCP or SEN support will have a simplified Pen Portrait to guide teachers of strategies to use to support and engage all students in learning. Where necessary this will also list interventions being delivered. All teachers understand that diagnosis does not dictate how needs present.</p> <p>Termly pupil progress reviews will focus on accurate assessment data. Driven by phase leads and reported to SLT of SEND pupils.</p>	<p>Launch 08/06/20</p> <p>Launch 02/09/20</p>	<p>CJe and SEND team</p> <p>SLT, KS1 and 2 Leads, all teaching staff</p>	<p>N/A</p> <p>Catchup funding allocation to HLTA and online boost programme - IXL</p>	<p>Instances of EHCP and SEN negative behaviours will fall. Attendance for SEN and EHCP students will increase to inline or above national average. Positive work with parents and external agencies to evidence improvement in provision and outcomes for each child with an EHCP or SEN support.</p> <p>Calendared review of data shows improvement each data drop. All children who are under target will be reviewed and targeted support put in place. To include precision teaching and explicit vocab work. Improved outcomes for all students between each assessment point.</p>

	SEN referral process created to allow phase leads to share student concerns to support effective interventions and CPD introduced to all teaching and learning support staff to have clarity in the process.	Term 1 2020/21	SLT, KS1 & 2 leads,	N/A	
	Data trends will be analysed, and support put in place for future assessment points, with training for all staff to understand how holistic data monitoring supports SEND students and identify interventions.	02/09/20	CJe and SEND team	TBC	Improvement between each data drop to be clearly evidenced for all SEN students against targeted support given in order to evaluate the quality and relevance of the support.
	A suite of testing/ screening resources needs to be identified and bought in, then used consistently to decide on level of need.	10/7/20	CDi, PAr, Mio, JHa	N/A - part of business case	Internally trained staff will deliver majority of interventions for SEN students to support their specific needs.
	Agree a clear staffing structure within the SEND team, allocate roles and responsibilities and make sure these are shared with staff and parents so people know who to go to for different issues.	01/07/20	CJe, Sra, CGr	N/A	All staff in place, on permanent Avanti contracts. Staff allocated to class/student groups. 100% of Referrals, ARs and EHCNAs will be submitted as appropriate in a reasonable timeframe.
	Impact of interventions to be assessed and use of interventions reviewed annually	17/7/20	CJe, Sra, SJa	Suite of assessments (listed above)	Academic progress for all students will be in line with N.C. expectations, only the most successful interventions to be used/ delivered.
	A clear recording of progress proforma/ process to be agreed upon and implemented across the SEMH interventions and shared with the SEND team and fed back to leadership on a half termly basis.	17/7/20, launch to staff 02.09.20	JCe	Training costs	Less behaviour instances recorded for pupils with additional SEMH needs. Attendance of all SEN pupils will be in line with national average and reach the target of 97%, with much reduced percentage of persistent absence.
	All classes to have taken into account seating plans with clear rationale into placing of SEN students to maximise their engagement. For example, can they hear instructions, see visual stimuli, are they obstructed in any part of the lesson. CPD launched in INSET September 2020	02/09/20	JWO		No NEET students to be recorded post 16.
	Avoid streaming of classes where possible to support mixed ability and cohesive learning to support.	02/09/20	JWO		With all of these elements, qualitative data will be used to support the progress of each element. For example, student and parent voice, teacher feedback, formative assessment data as well as summative data drops. This will reinforce greater improvement in holistic provision for SEND students across the

	Teachers are fully involved at every level of the process and take ownership of the process for their students including producing and updating AHE paperwork.				
3. Ensure that all pupils have access to high quality teaching.	<p>A rolling programme of training for teaching staff and LSAs on research-based teaching principles to enhance SEND students access to academic excellence, based on Teaching Standards with high expectations a focus, Teachers will develop modelling and scaffolding to ensure this is present in every lesson. All teachers and LSAs to have fortnightly drop- in, with developmental step focusing on previous actionable steps to improve pedagogy for all students. CPD to strategically be calendar, with focus on consistency of expectations, effective instruction for SEND students and scaffolding. For example, use of small step learning, examples and non-examples. Clear targeted language and language for learning explicitly taught.</p> <p>Where progress is not being made by teachers, additional support will be given and then capability procedures followed according to Avanti Trust policy and the teaching, learning and assessment policy. All teachers will be upskilled so that every teacher is a teacher of SEND and can effectively deploy and line manage LSAs.</p> <p>A programme of book and planning scrutiny will be put in place and followed to analyse performance and quality of work for SEND students, with improvement points shared with teacher/phase and monitored.</p> <p>All teachers will use Pen Portraits effectively and monitor progress of their classes at each data point to improve the quality of teaching, learning and assessment. Primary class teachers and subject leads to be held accountable for under achievement of pupils,</p>	<p>Launched 01/07/20</p> <p>02/09/20</p> <p>02/09/20</p> <p>01/06/20 and ongoing – see calendar</p>	<p>PAR,</p> <p>PAR, CDi, JHa</p> <p>KS1,2,3 and 4 leads, PAR, JWo, CJe</p> <p>CJe and BDr</p>	<p>Printing and training costs – as listed</p> <p>N/A</p> <p>N/A</p>	<p>Actionable steps of high expectations to be high to start, then show marked improvement over first 3 rounds of drop- ins. Fewer 1-1 support as teaching improves, whilst still meeting statutory section F provision of all EHCPs in order for Pupils with an EHCP to meet their expected outcomes. 100% of staff engage in drop- in model. Targeted wave 2 interventions to be monitored to show all students who are receiving them are making expected progress. Less recorded removals from classrooms and fixed term exclusions. Teacher, student and parent voice on improved pedagogy reported each term for SEND students.</p> <p>All Teachers will engage in personalised CPD based on targeted advice from drop- ins and most up to date SEND teaching research. All teachers will follow the Teaching, learning and Assessment policy. SEND pupils in all phases and of all abilities will maintain a rapid and sustained flightpath. All children with SEND will reach their aspirational targets.</p> <p>All teachers to be following Assessment and Feedback policy. Work from students shows improvements, recorded in data drops and through qualitative feedback from scrutiny.</p> <p>Attendance will improve to meet targets, and Persistent Absentee percentages will drop significantly. Pupil Premium pupils will make accelerated progress with no attainment gap. Behaviour data will follow a positive trend, Pupils with SEND will not be over-represented in any exclusion data.</p>

	<p>especially those with identified SEND need. ALL pupils to be expected to be aspirational.</p>				<p>Other holistic measuring tools to show SEN students are receiving high quality teaching and learning are: Collecting pupil voice through the student council Parental voice surveys. Staff surveys SLT learning walks External audits</p>
<p>4. Ensure that high quality teaching is complemented with carefully selected small-group and one-to-one interventions</p>	<p>The school uses tiers of support- Whole School, Targeted and Specialist support.</p> <p>All Children with EHCPs will have an IEP written and reviewed termly, targets will feed into the Annual Review process, as well as a Pen Portrait overview.</p> <p>Targeted interventions are informed directly from assessment data or from the following sources:</p> <p>The EEF's 'Promising Projects'</p> <p>The Institute of Effective Education's 'Evidence for Impact' database</p> <p>The Communication Trust.</p> <p>https://www.thecommunicationtrust.org.uk/whatworks</p> <p>All other children accessing SEND Support and those with medical conditions will have Pen Portraits written for them and reviewed at least termly.</p>	<p>02/07/20</p> <p>01/07/20</p> <p>01/07/20</p> <p>02/09/20 launch then ongoing as needs change</p>	<p>CJe</p> <p>CJe and SEND team, all class teachers</p> <p>CJe and Team</p> <p>Class teachers, LSAs and SEND team</p>	<p>N/A</p> <p>EHCP spending map to show deployment of resources to evidence progress in their area of the SEND improvement plan.</p>	<p>Small-group and one-to-one interventions are used sparingly and effectively. We recognize that Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</p> <p>All EHCPs and Pen portraits to be on Arbor Reviews of each child shows progress, both in attainment and attendance.</p> <p>Pupil progress of SEND support and medical needs improves during each data drop. Completion of home learning shows improvement in % completed at each data drop.</p> <p>Negative behaviour data will show a downward trend at data analysis points. Pupils with SEND identified as Pupil Premium will make progress in line with their peers. Attendance levels will rise to meet targets and percentage of persistent absentees will reduce significantly. SEN Support provision will be consistently delivered and fairly allocated, so that all children on SEN support are given the best chance of coming off the SEND register.</p>

	<p>A comprehensive and costed provision map will be completed, detailing interventions available to each year group in all areas of provision, with resources listed, which each year group teacher will be expected to provide and allocate pupils to.</p> <p>All interventions will have a baseline assessment and end of intervention assessment to monitor impact and progress of pupils. This will be recorded and shared with SEND Team, parents and relevant staff regularly. Interventions will be quality assured for cost effectiveness and value added data.</p> <p>Specialist interventions being delivered by school staff are informed by external advice from external professionals.</p>	02/09/20			<p>The interventions used will add value and accelerate progress for pupils, tracking in data drops throughout the year.</p> <p>Numbers on The SEND register will begin to reduce.</p> <p>All ECHP, annual reviews and meetings with external agencies are mapped in good time, recorded and show positive engagement with parents and external stakeholders to support SEND students.</p> <p>Parent and student voice to echo improvements in SEND provision, triangulating with improve academic, behaviour and attendance data seen throughout data drops for SEND students.</p>
5. Provide advice and guidance on how the school will deploy, quality assure and support the work of teaching assistants.	<p>All LSAs will follow a teaching support principles format, with fortnightly drops and actionable steps to support their bespoke CPD</p> <p>SEND Lead to complete NASEN training, and plan for the Assistant SENCo to be put forward for relevant training in the future.</p> <p>SEND link governor to be identified within the HUB/ AST board and communication and checking cultivated between SEND Lead and Link Governor on a twice termly basis.</p> <p>LSAs will be trained in areas of specialism to deliver quality interventions that are SMART. The impact and quality of these interventions will be reviewed by the SEND team.</p> <p>All provision from LSAs will be fully costed out in the provision map and regularly QA'd for cost effectiveness and positive results.</p>	02/09/20	PAr and CJe	£100 printing costs	All LSAs to be involved in drop- in process. Targeted CPD in place for teaching support principles to allow for improved practice.
		02/09/20 start	SEND Lead,	£2500, per place	SEND Lead will have successfully completed the NASEN programme.
		01/07/20	CJe	N/A	Regular reports from HUB level, with clear positive actions identified and developed following each review.
		01/07/20	PAr, CJe,	N/A	EHCP student attainment to show progress in each assessment cycle. Behaviour instances data to show no significantly high proportion of pupils with SEND.
		02/09/20	CJe, PAr and	EHCP and SEN Support funding map	SEN funding to be mapped and justified and regularly monitored to evidence impact on student attainment, progress, attendance and behaviour record.
		01/07/20 once	CJE	N/A	Policy to be ratified and on website.

	<p>The SEND policy and SEND information report will be published on the website.</p> <p>All LSAs will be expected to consistently meet the standards set out in the National Standards for TAs document.</p> <p>TA's will not be used as informal teachers for challenging pupils. TAs to add value to what teachers do, not to replace them. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions</p>	<p>SEND policy ratified</p> <p>01/07/20 and ongoing</p> <p>01/06/20</p>	<p>CJe</p> <p>SLT</p>	<p>N/A</p>	<p>Performance Management process to address areas of development for LSAs and support any capability process where applicable.</p> <p>Termly performance reviews calendared, attended and reported in line with Appraisal Cycle Framework for Avanti Staff.</p> <p>Staff code of conduct shared with all LSAs and understood as part of their contract.</p> <p>CPD calendar in place and explicit for LSAs.</p> <p>Student and parent view showing increased recognition of the effectiveness of LSAs to support independent learning.</p>
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