



## SEND and Vulnerable Pupils Action Plan 2021-22



### SEND/Vulnerable Pupils Aims include:

1. To continue to respond to the extended role as SENDCo and review current policies in relation to practice and the Special Educational Needs, Mental Health and Disability Code of Practice at both Henshaw and Greenhead to ensure consistency of approach, policy and practice.
2. To continue to refine systems within the Federation – to include early identification; appropriate and targeted support; consistent and timely monitoring of progress, support from external agencies/specialists and the review process.
3. To develop systems and strategies across the Federation to meet children’s mental health needs more effectively.
4. To improve outcomes for SEND, PP and LAC across the Federation.

**Key Priority 1: To continue to respond to the extended role as SENDCo and review current policies in relation to practice and the Special Educational Needs, Mental Health and Disability Code of Practice at both Henshaw and Greenhead to ensure consistency of approach, policy and practice.**

Objective	Actions and Responsibility	Success Criteria	Completion	Resources
<p>To ensure that all children are identified at both sites.</p> <p>To ensure that there is consistency of</p>	<ul style="list-style-type: none"> <li>• To produce regular termly updates as to pupil’s identified, GR paperwork and the support that they receive.</li> <li>• Termly discussions with staff about children in their classes and their needs.</li> <li>• Regular visits and work scrutinies to help identify any children staff are unsure of.</li> <li>• Policies are updated and show consistency across the two sites.</li> </ul>	<ul style="list-style-type: none"> <li>• All children are identified.</li> <li>• All Graduated Response paperwork is in place – in line with County guidelines.</li> <li>• All parents are involved from the outset and throughout the process.</li> <li>• Staff timetabling shows who is getting support and when/how often.</li> <li>• Discussions are held around the children in each class and their needs.</li> </ul>	<p>December, 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	

<p>approach, policy and practice.</p>	<ul style="list-style-type: none"> <li>• Support for new staff as needed.</li> <li>• Ensure all children are on either SEND register, PP report/strategy or LAC report and that all staff are aware and have access to these as they are updated.</li> <li>• Ensure that all programs and packages are in place and being followed as required.</li> <li>• Provide CPD for staff as needed.</li> <li>• All relevant documentation is available on both websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have the opportunity to share concerns, show work and discuss children they are unsure of.</li> <li>• Policies for SEND/PP and LAC are all in place and updated regularly – they also show consistency across the two sites.</li> <li>• All PP/LA Children have PEP's in place.</li> <li>• New staff and/or temporary staff are inducted into SEND/PP/LAC approaches.</li> </ul>	<p>Termly</p> <p>As needed</p> <p>As needed</p>	
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**Key Priority 2: To continue to refine systems within the Federation – to include early identification; appropriate and targeted support; consistent and timely monitoring of progress, support from external agencies/specialists and the review process.**

<p>To refine systems of early identification.</p>	<ul style="list-style-type: none"> <li>• To support staff in early identification as needed.</li> <li>• To develop staff awareness and knowledge of SEND areas through CPD.</li> <li>• To ensure that all staff identify children at the earliest possible time – linked to 'Development Matters' and age-related expectations.</li> <li>• Children to be placed onto graduated response paperwork asap and parents informed.</li> <li>• Quality first teaching approach to be used.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are teachers of SEND. They identify children who are not working at age-related expectations as soon as possible.</li> <li>• Staff have completed CPD in areas of SEND as needed – staff ask and look for opportunities as they arise.</li> <li>• Staff ask for support if they are unsure.</li> <li>• Initial concern paperwork is completed at the earliest possible time and shared with parents.</li> <li>• All staff are using the quality first teaching approach and monitoring the progress of the children identified.</li> </ul>	<p>January, 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>To use appropriate and targeted support – including implementing advice from external</p>	<ul style="list-style-type: none"> <li>• Ensure that all staff are aware of all of the programs and packages that are available.</li> <li>• CPD is provided as needed.</li> <li>• Everyone is aware of and uses quality first teaching approach.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff at both sites knows which programs and packages are available and the area that they support.</li> <li>• Staff training has taken place – as needed.</li> <li>• Staff use the quality first teaching approach.</li> <li>• All documentation is completed using GR and has SMART targets.</li> </ul>	<p>September, 2021</p> <p>As needed</p> <p>Ongoing</p>	

<p>agencies/specialist teachers.</p>	<ul style="list-style-type: none"> <li>Any advice from external agencies/specialist teachers is taken on board and carried out to the full.</li> <li>Every teacher is a teacher of SEND and plan for their TAs – providing resources needed too.</li> <li>Regular discussions about findings and next steps are held between teacher and TA in relation to children with SEND or PP/LAC.</li> <li>Staff identify areas for development or enrichment for those children with PP/LAC and are responsible for ensuring that the monies are appropriately allocated and spent.</li> </ul>	<ul style="list-style-type: none"> <li>External agencies have been utilised as needed and have provided reports.</li> <li>Documentation includes any advice from external agencies/specialist teachers and timetables show what/when and how often they receive the support and with whom.</li> <li>Teachers plan for their children with SEND/PP/LAC and share with TAs. Opportunities for feedback – written or verbal is included daily so that class teachers can identify next steps.</li> <li>Children on PP/LAC have targets set which will either consolidate learning or enrich dependent upon need. Discussions with parents are held to ensure that all are involved in the decision making for these children.</li> <li>Staff ensure that all monies for PP/LAC are accounted for and can identify what it has been spent on – the intent/implementation and impact.</li> <li>Parents know what their children are receiving as their entitlement.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>April, 2022</p>	
<p>To ensure consistent and timely monitoring of progress.</p> <p>To review progress regularly.</p>	<ul style="list-style-type: none"> <li>All staff to be involved in monitoring SEND paperwork on at least a termly basis – September (baseline), December, April, July.</li> <li>For children with more specific needs – monitoring to be every half-term – i.e. those with COSA applications in or on EHCP.</li> <li>All staff to monitor progress on both short and long term basis – daily review of progress.</li> <li>Staff to involve parents and pupils in the review process fully.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and TAs review children’s progress on a daily basis through using plan, do, review procedure of all programs used.</li> <li>All children with SEND/PP/LAC have regular termly progress review monitoring updates involving all parties – children, parents, TAs, Teaching staff. All paperwork is updated and next SMART targets are set.</li> <li>Those children with COSA applications in or on EHCP have more regular reviews to discuss impact of programs and packages – the ‘What’s working; what’s not working; what needs to change; next</li> </ul>	<p>Daily</p> <p>Termly</p> <p>Half-termly</p>	

steps sheets are completed and then GR response paperwork is updated accordingly.

**Key Priority 3: To develop systems and strategies across the Federation to meet children’s mental health needs more effectively.**

<p>To continue to support the mental wellbeing of all pupils.</p>	<ul style="list-style-type: none"> <li>• Staff to have mindfulness sessions.</li> <li>• Staff to teach Growth Mindset approach.</li> <li>• Staff to use a range of supports in class for children to access – differentiated as needed – i.e. fiddle toys, emotional barometers, I would like to talk, zones of regulation, social stories, Relax Kids, Brain breaks, PSHE sessions, Commando Joe, De-escalation skills as per MAPA training used.</li> <li>• Staff CPD as needed.</li> <li>• Use of ‘Creating a Buzz for Mental Health and Children’s Safeguarding Board facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• All classes have mindfulness sessions as needed.</li> <li>• All classes are taught Growth Mindset and displays demonstrate this.</li> <li>• Evidence in each class shows differentiated resources to support individual pupils/whole class.</li> <li>• MAPA training has been completed.</li> <li>• Classrooms are calm, industrious places with a focus on teaching and learning.</li> <li>• Children are aware of, use and contribute to the displays around school.</li> <li>• Children know that maintaining a good mental health is needed as much as maintaining a good physical health.</li> <li>• Questionnaires show a raised awareness of mental health and wellbeing.</li> <li>• Children have increased resilience, perseverance and determination.</li> </ul>	<p>December, 2021</p> <p>Ongoing</p> <p>When secured. Ongoing</p> <p>Ongoing April, 2022</p>	
<p>To ensure suitable tailored interventions are in place and having a positive impact.</p>	<ul style="list-style-type: none"> <li>• Children with social, emotional and mental health needs to be identified.</li> <li>• Support to be sought – if not already in place – via educational psychologist, CYPs team, CAHMS service.</li> <li>• Programmes and packages put in place to support children in need.</li> </ul>	<ul style="list-style-type: none"> <li>• All children with social, emotional and mental health needs are identified.</li> <li>• Reports from relevant external agencies are in place.</li> <li>• Children have supports and strategies in place as advised by external agencies.</li> <li>• Qualitative data suggests that interventions are having a positive impact on mental wellbeing.</li> <li>• Children are more confident and have increased self-esteem levels.</li> </ul>	<p>December, 2021</p> <p>As appropriate Ongoing</p> <p>Termly, then July, 2022</p>	

<p>To develop nurturing approaches across the Federation.</p>	<ul style="list-style-type: none"> <li>• Ensure that all staff have read relevant policies – behaviour, SEND, Pupil Premium, Looked After Children, Safeguarding, Staff Conduct.</li> <li>• CPD available as needed.</li> <li>• Elements of nurture groups are utilised in classrooms and/or with children who need it.</li> <li>• MAPA training on de-escalation skills is in use.</li> <li>• Supportive displays are in place around the school sites.</li> <li>• A focus on good learning behaviours and calm classrooms is established.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have read and signed the relevant documentation.</li> <li>• Staff CPD has been attended as needed.</li> <li>• Nurture facilities and approaches are evident.</li> <li>• MAPA training has been completed and there is evidence of its use in classrooms during learning walks/observations.</li> <li>• Staff feel happier at work and say so.</li> <li>• There are supportive displays in classrooms and around the school sites.</li> <li>• Classrooms are calm, busy places which focus on teaching/learning.</li> <li>• Children can verbalise what class teachers/the school are doing to support them and how it works.</li> </ul>	<p>December, 2021 As secured Ongoing As secured and ongoing</p> <p>December, 2021</p> <p>December, 2021 onwards July, 2022</p>	
<p><b>Key Priority 4: To improve outcomes for SEND, PP and LAC in reading, writing and maths across the Federation.</b></p>				
<p>To improve the outcomes for SEND pupils in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• All children with SEND to be identified.</li> <li>• Programs and packages are put in place in the area(s) of need.</li> <li>• Programs and packages to be reviewed regularly for impact.</li> <li>• Termly monitoring to be carried out.</li> <li>• Paperwork is modified and updated as needed.</li> <li>• External help/support is sought in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• All children have been identified and are on the Graduated Response at some level.</li> <li>• All children identified are following programs and packages specified.</li> <li>• Daily reviews of progress and termly reviews are carried out and documented with adjustments being made as necessary.</li> <li>• Discussions between SENDCo and CTs are held to monitor progress.</li> <li>• All paperwork is updated and involves all parties.</li> <li>• External help has been sought and reports written/acted upon.</li> <li>• Statutory and school data shows an increase in the number of children with SEND reaching age-related expectations.</li> </ul>	<p>December, 2022 Ongoing</p> <p>Termly and ongoing</p> <p>Termly</p> <p>Termly As needed</p> <p>July, 2022</p>	

		<ul style="list-style-type: none"> <li>Progress checks show children with SEND making good progress from their starting points – some at least in line with their peers and an increased amount diminishing the gap.</li> </ul>	Termly and end of year	
To improve outcomes for PP pupils in reading, writing and maths.	<ul style="list-style-type: none"> <li>All children with PP to be identified and all staff know who these are, including Ever6.</li> <li>3 –Year PP strategy to be put in place.</li> <li>To establish a PEP for each PP child.</li> <li>Areas of need/enhancement to be identified with input from parents.</li> <li>Support to be reviewed regularly for impact.</li> <li>Termly monitoring to be carried out.</li> <li>Paperwork is modified and updated as needed.</li> <li>External help/support is sought in a timely manner if needed.</li> <li>Staff contribute to excel spreadsheet of spending.</li> </ul>	<ul style="list-style-type: none"> <li>All children have been identified and PEPs are in place.</li> <li>All children identified are following programs and packages specified.</li> <li>Daily reviews of progress and termly reviews are carried out and documented with adjustments being made as necessary.</li> <li>Discussions between SENDCo and CTs are held to monitor progress.</li> <li>All paperwork is updated and involves all parties.</li> <li>External help has been sought and reports written/acted upon.</li> <li>Statutory and school data shows an increase in the number of children with Disadvantaged Pupils and those receiving FSM reaching age-related expectations.</li> <li>Progress checks show PP children making good progress from their starting points – some at least in line with their peers and an increased amount diminishing the gap.</li> </ul>	<p>December, 2022 Ongoing</p> <p>Termly and ongoing</p> <p>Termly</p> <p>Termly As needed</p> <p>July, 2022</p> <p>Termly and end of year</p>	
To improve the outcomes for LAC in reading, writing and maths.	<ul style="list-style-type: none"> <li>All LAC to be identified and all staff know who these are.</li> <li>To establish a PEP for each LAC child.</li> <li>Areas of need/enhancement to be identified with input from parents.</li> <li>Support to be reviewed regularly for impact.</li> <li>Termly monitoring to be carried out.</li> <li>Paperwork is modified and updated as needed.</li> <li>External help/support is sought in a timely manner if needed.</li> </ul>	<ul style="list-style-type: none"> <li>All children have been identified and PEPs are in place.</li> <li>All children identified are following programs and packages specified.</li> <li>Daily reviews of progress and termly reviews are carried out and documented with adjustments being made as necessary.</li> <li>Discussions between SENDCo and CTs are held to monitor progress.</li> <li>All paperwork is updated and involves all parties.</li> </ul>	<p>December, 2022 Ongoing</p> <p>Termly and ongoing</p> <p>Termly</p> <p>Termly</p>	

	<ul style="list-style-type: none"> <li>• Staff contribute to excel spreadsheet of spending.</li> </ul>	<ul style="list-style-type: none"> <li>• External help has been sought and reports written/acted upon.</li> <li>• Statutory and school data shows an increase in the number of LA children reaching age-related expectations.</li> <li>• Progress checks show LA children making good progress from their starting points – some at least in line with their peers and an increased amount diminishing the gap.</li> </ul>	<p>As needed</p> <p>July, 2022</p> <p>Termly and end of year</p>	
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**SIAMS PRIORITY**

<ul style="list-style-type: none"> <li>• <b>To extend the provision for Spiritual Development within all areas.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for learning questions at the start of SEND support and then opportunities for self-review.</li> <li>• SEND support is engaging, tailored specifically to children’s needs and consistently applied allowing for recognition of improvements that they have made in relation to their starting points.</li> <li>• Provide opportunities for children to discuss a range of situation which allows children to show respect to others and an understanding that we are all different – have differing strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to become better at using their questioning skills and taking part in discussions about their own learning.</li> <li>• Children accept other people’s views and opinions.</li> <li>• Children want to learn more and take more responsibilities for their learning.</li> </ul>	<p>Ongoing</p>	
<ul style="list-style-type: none"> <li>• <b>Establish global links in order to offer pupils opportunities to think in greater depth about life globally.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and include global issues within SEND.</li> <li>• Pupils have regular opportunities to debate a range of global issues which include those that are important to them and those of national importance.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to have a better understanding of issues around the world.</li> <li>• Children to have a more positive attitude towards helping issues locally and globally.</li> <li>• Children to be more confident at sharing their views on different issues.</li> </ul>	<p>Ongoing</p>	

OFSTED PRIORITY				
<p><b>To continue to improve the standard of reading, inference and comprehension across the school</b></p>	<ul style="list-style-type: none"> <li>• Children are exposed to a selection of high quality texts.</li> <li>• Children are encouraged to read a range of literature to build up a 'love' of reading – systems and support in place to enable them to access a wide range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have an appreciation of a range of authors.</li> <li>• Children have experience of reading a wider range of genre.</li> </ul>	<p>Ongoing throughout the year.</p>	
SCHOOL DEVELOPMENT PLAN PRIORITY				
<p><b>Key Priority Covid-19</b></p> <p><b>To support Pupils mental health</b></p>	<ul style="list-style-type: none"> <li>• Pupils support each other.</li> <li>• Pupils have a better understanding of mental health issues as well as physical health.</li> <li>• Pupils know where to go to access help and support as needed and feel confident and comfortable to do this.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils feel well supported and know who to go to for support.</li> <li>• Needs following Cov-19 lockdown are addressed</li> <li>• Pupils to feel more positive about themselves.</li> <li>• Pupils to be more supportive of each other.</li> </ul>	<p>Ongoing</p>	
<p><b>To raise children's aspirations and self-coaching skills.</b></p>	<ul style="list-style-type: none"> <li>• Positive role models for children</li> <li>• Children given roles of responsibility – i.e. well-being monitors</li> <li>• Children know what to do when they can't do something.</li> <li>• Targeted children receive social skills so that they may interact with each other more successfully.</li> <li>• Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance.</li> <li>• Children use Commando Joes activities to build upon resilience and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Children all have a goal to aim towards.</li> <li>• Children can coach themselves and each other to improve.</li> <li>• Staff act as positive role models and share their goals with children</li> <li>• Pupils are confident learners</li> <li>• All children are celebrated</li> <li>• Pupils have time to discuss their learning.</li> <li>• Barriers to school are broken down.</li> <li>• Pupil leaders and school council members take an active role in school life</li> <li>• Children respect each other's viewpoints.</li> <li>• Children are able to challenge views that they don't agree with or feel uncomfortable with.</li> </ul>	<p>Ongoing</p>	



