

NEWALL GREEN HIGH SCHOOL – DRAFT OFSTED ACTION PLAN

PART 5: STUDENTS WITH Special Educational Needs & Disability (SEND)

<p>Expected outcome 1: The support that pupils receive is routinely matched to their specific requirements. Pupils who have SEN and/or disabilities make good progress from their starting points.</p> <p>All lessons will be effectively differentiated across the curriculum so that teaching activities are more strongly matched to SEN pupils' learning level and need. Teachers and other staff ensure information is given to pupils in a way that they understand what they need to do more clearly, and how to improve. There will be clear communication in all lessons between Teacher and Teaching Assistants regarding support for learning- support staff will be aware of expectation, role and student progress. Teachers identify and support effectively students who are at risk of falling behind and intervene quickly to improve their learning.</p> <p>Monitoring and tracking progress of pupils with SEN as a specific cohort.</p> <p>School data systems refined at whole school, department and classroom level to track smaller steps of progress. All teaching staff access and use data and one-page profile information on school staff system to effectively support pupils with SEN.</p>	<p>Expected outcome 2: Attendance improves across school for SEN pupils and is at least in line with the national average A reducing number of pupils with SEN are absent or persistently absent. Attendance of pupils with good attendance is sustained and further improved.</p>
<p>Expected outcome 3: The number of SEN pupils who are excluded from school is reduced.</p>	

<p>Milestone 7: By May 2019 Effective feedback that clearly communicates to pupils what they have achieved and their next steps. (marking in exercise books, verbal feedback) is happening in 90% of all lessons.</p>	<p>NGA / AWO</p>		
<p>1.2 All staff will be knowledgeable and skilled in meeting the needs of pupils with autism across school.</p> <p>Milestone 1: By Dec 2018 All staff to complete autism / Autistic Spectrum Condition (ASC) training – delivered by Piper Hill.</p>	<p>PHHS</p> <p>LLY</p>	<ul style="list-style-type: none"> - Deliver full staff training for autism / ASC. - Identify link member of staff to liaise with Piper Hill SLT lead in planning and delivery. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>1.3 There is a well-trained team of TA's supporting students with SEN – at least 80% of lessons are judged to have effective input from TA's.</p> <p>Milestone 1: By Jun 2018, TA Skills audit completed.</p> <p>Milestone 2: By Aug 2018, First phase of TA training programme completed. 18/19 TA Continuing Professional Development Programme (CPD) programme produced.</p> <p>Milestone 3: By Nov 2018 3 NGHS Teaching Assistants will have successfully completed the Piper Hill 'Striving for Excellence' teaching assistant programme</p> <p>Milestone 4: By Jan 2019 Lesson observation feedback will evidence improved practise in lessons with Teaching Assistants who have completed the course.</p> <p>Milestone 5: By Jan 2019, 70% of lessons judged to have appropriate input from TAs. Evidenced by LO/LW and External T&L QA Review.</p> <p>Milestone 6: By April 2019 6 NGHS Teaching Assistants will have successfully completed the Piper Hill 'Striving for Excellence' teaching assistant programme.</p> <p>Milestone 7: By Aug 2019, 100% of lessons judged to have appropriate input from TAs. Evidenced by LO/LW and External T&L QA Review.</p>	<p>AWO</p> <p>AWO</p> <p>LLY</p> <p>AWO</p> <p>AWO</p> <p>AWO</p> <p>AWO</p>	<ul style="list-style-type: none"> - Over the next academic year all NGHS Teaching Assistants to attend the Piper Hill teaching assistant course which will address OFSTED identified areas for improvement. - All TAs to complete skills audit and identify areas for CPD. - Weekly TA CPD in place led by Special Educational Needs & Disability Coordinator (SENDCO). - Complete observation of TAs – separate cycle to teachers – beginning November 2018. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>1.4 Evidence based literacy interventions are in place and lead to accelerated progress for pupils with SEN</p>	<p>AWO</p>	<ul style="list-style-type: none"> - Accurate SEN pupil data available to inform interventions and individual pupil progress targets. 	<p>Summer Term 2018</p>

<p>There are a range of opportunities for SEN pupils to improve their reading skills through targeted reading intervention programmes.</p> <p>Milestone 1: By Oct 2018 All SEN pupils have an accurately assessed reading age, with results/data used to support targeted interventions and to measure reading progress</p> <p>Milestone 2: By Oct 2018 Reading scheme in place with age appropriate reading materials for SEN students.</p>	<p>AWO</p> <p>AWO</p>	<ul style="list-style-type: none"> - SEN action plan with measurable targets – updated termly to be written in line with whole school improvement plan focuses e.g. literacy/reading and heads of departments. - New group reading test administered termly Y7 -10. - Identify groups of readers to intervene with by Sep 2018. - Purchase age appropriate/interest based free reading materials for SEN students to encourage love of reading e.g. magazine subscriptions. - Training on intervention delivery to appropriate adults. - Weekly SEN focus group meetings which includes SENCO, CL Resource Provision and SEN teaching assistants, to share progress, identify students for interventions, impact of interventions already established and next steps. - SENCO attending and reporting intervention impact information to SLT meetings. 	<p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p>1.5 By July 2019 At least 80% of pupils with SEND will make good progress relevant to their starting points.</p> <p>Milestone 1: By Dec 2018 Refined data system in place to track SEND pupil progress more effectively.</p> <p>Milestone 2: By Jan 2019 Lesson Observations (LOs) and Learning Walks (LWs) will show evidence of good engagement of students with SEN in learning, relative to their needs.</p> <p>Milestone 3: By Apr 2019 Data drops will show evidence of good progress for students with SEN relative to their starting points.</p>	<p>AWO</p> <p>AWO</p> <p>AWO</p> <p>AWO</p>	<ul style="list-style-type: none"> - Training for teachers enables them to understand what good progress looks like from different starting points - Data and Assessment SLT to liaise with Piper Hill Deputy re evidencing smaller steps of progress using the data system - SENDCO/teachers and TAs have training to support the range of SEN within the school - SEN review outlines actions and outcomes for improvement - Staff to have performance management targets linked to student progress in reading. 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>
<p><u>Monitoring & Evaluation: Louise Lynn / Kyra Jones & Amanda Edwards (School Improvement Board)</u></p>			

Expected outcome 2: Attendance improves across school for SEN pupils and is at least in line with the national average.

A reducing number of pupils with SEN are absent or persistently absent. (Links: OFSTED 2018, PBDW action plan SEN (not EHCP) are the focus group for attendance.)

	2016/17 (to HT 5)	2017/18 (to HT 4)	Autumn 2018	Spring 2019	Summer 2019
Whole school attendance	93%	94%			
SEN K students	91.20%	94% (HT4)			
Persistent absence SEN K	38 students	36 students			
Punctuality to school SEN K	98.41	98.08			
number of SEN K pupils with 1 or more fixed term exclusions	4.3% (29 students) 67 exclusions (9.95%)	1.78% (11 students) 19 exclusions (3.07%)			

Strategic Lead: Kevin Buchanan

Monitoring & Evaluation: Louise Lynn / Kyra Jones & Amanda Edwards (School Improvement Board)

What will success look like? <i>With Milestones</i>	Lead	Actions	Impact
2.1 (SEN) pupil school attendance will have improved from 91.2% (2016/17) to at least 93% (2018/19)	AWO	<ul style="list-style-type: none"> - Action plan to identify specific actions for vulnerable groups (SEN) using SEND Team - Attendance tracking of SEND pupils by SENCO / SEN Team - Multi agency approach for SEND students – identifying potential triggers for non-attendance, using the Manchester Early Help Strategy - Training implemented for relevant staff on referrals to external support e.g. CAMHs, children’s services - Joint working with school safeguarding team to identify any potential whole family concerns and support e.g. attendance of siblings at other schools. - Daily monitoring of students at risk – phone calls, home visits, warning letters - Improved information gathering at primary transition to aid early identification of students at risk of poor attendance. - Improved range of information / communication material regarding attendance available for parents (website & leaflet form) 	Summer Term 2018
Persistent absence for SEN pupils will reduce from 28% (2016/17) to at least 15% (2018/19)			Autumn Term 2018
Milestone 1: By Aug 2018 Individual Attendance Plans in place for all targeted students led by SEN or PL Teams.	AWO		Spring Term 2019
Milestone 2: By Oct 2018 Individual Attendance Plans in place for all targeted students led by SEN or PL Teams.	AWO		Summer Term 2019
Milestone 3: By Aug 2018 CPD for all staff will have taken place focussing on systems and interventions ready for September 2018	AWO		
Milestone 4: By Nov 2018 Early Help Assessments underway for all identified SEND students led by SEN Team.	KBU		
Milestone 5: By Nov 2018 SEND Group Attendance to be at least 94%	AWO		
Milestone 6: By Jan 2019 SEND Group Attendance to be at least 93.5%	AWO		

Milestone 7: By April 2019 SEND Group Attendance to be at least 93.0% and maintained throughout summer term	AWO		
Monitoring & Evaluation: Louise Lynn / Kyra Jones & Amanda Edwards (School Improvement Board)			

Expected outcome 3: The number of SEN pupils who are excluded from school is reduced. Links: OFSTED 2018, PBDW action plan			
Strategic Lead: Kevin Buchanan Monitoring & Evaluation: Louise Lynn / Kyra Jones & Amanda Edwards (School Improvement Board)			
What will success look like? Milestones	Lead	Actions	Impact
<p>3.1 The number of SEND students who receive the sanction of time in the Internal Exclusion Room (IE) as an alternative to a fixed-term exclusion is significantly reduced.</p> <p>Fixed term exclusions for SEND students are reduced from 109 (16.2%) in 2016/17 to 10% in 2018/19</p> <p>Milestone 1: By Aug 2018, Review of IE complete and all staff, students & parents are clear about its operation.</p> <p>Milestone 2: By Sep 2018, First phase of behaviour CPD delivered. Behaviour CPD built into CPD plan for 18/19.</p> <p>Milestone 3: By Oct 2018, targeted students have EHA process initiated.</p> <p>Milestone 4: By Nov 2018, New behaviour policy implemented and 100% staff are using it consistently.</p>	<p>AWO</p> <p>JHO</p> <p>JHO</p> <p>KBU</p> <p>JHO</p>	<ul style="list-style-type: none"> - Ensure teachers / staff are persistent, insistent and consistent when applying the behaviour policy. - Develop a whole school culture where staff, students and parents/carers' work together to reduce fixed-term exclusions. - Further develop Multi Agency approach using Early Help Assessments (EHAs) to ensure that individual and targeted support and interventions are in place for identified pupils. - Review IE operation and procedure and ensure quality of work completed by students is of a high standard. - Review the use of 'Disadvantaged Risk factors' to help with Early Identification of students who may be at risk of exclusion from school. - Introduce a range of key triggers for appropriate follow up from SEN Team. - Ensure appropriate behaviour planning is integrated into IEPs for students with SEND, engaging parents throughout planning process when developing risk 	<p>Summer Term 2018</p> <p>Autumn Term 2018</p> <p>Spring Term 2019</p> <p>Summer Term 2019</p>

<p>Milestone 5: By Nov 2018, Risk factors used to identify students at risk of FTE. Individual plan in place for targeted students. Review purpose and use of behaviour management plans and risk assessments with all staff</p>	KBU	<p>assessments and behaviour management plans (what's working well? Why?)</p> <ul style="list-style-type: none"> - Introduce review sections for staff to complete alongside exclusion e.g. what have we changed/put in place that's different to support the student? How have additional learning needs been addressed / supported? How have parents / carers been involved in the process? 	
<p>Milestone 6: By Dec 2018, 60% of students evidencing progress on BIP.</p>			
<p>Milestone 7: By Dec 2018, First phase of Multi-Agency Meetings successfully completed. Appropriate support in place.</p>	JHO		
<p>Milestone 8: CPD for all staff on behaviour strategies for students with SEND, effective use of the environment and communication needs of students with additional needs including autism, challenging behaviours</p>	KBU AWO	<ul style="list-style-type: none"> - Review multi-agency /Pastoral meetings for KS3 and KS4 students to determine interventions for those students at risk of FTE & Permanent Exclusion (PX). 	
<p>Milestone 9: By Apr 2019, 80% of students evidencing progress on BIP.</p>			
<p>Milestone 10: By Dec 2018, No more than 2% (0.5% SEN k) of student cohort receives a Fixed Term Exclusion (FTE).</p>	JHO		
<p>Milestone 11: By Apr 2019, No more than 5% (1% SEN k) of student cohort receives a FTE.</p>	JHO / AWO		
	JHO / AWO		

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