

Fitzwilliam Primary School

SEND School Improvement Plan 2020-21

AFI's (linked to Ofsted Inspection 14th January 2020)

This plan forms part of the whole school SDP.

- **A small number of pupils with SEND do not have the resources they need to enable them to work independently. This means that they sometimes rely too heavily on adult support. Leaders, and teachers, need to make sure that all pupils have appropriate resources, matched to need, to help them to work with increased independence.**

Barriers to increasing the effectiveness of leadership:					
<ul style="list-style-type: none"> • Recent instability of experienced staffing at all levels across school; • Capacity of staff to take on subject leadership roles; • Varying experience levels of staff leading subjects; • Variation of subject knowledge and confidence amongst staff, across subjects. 					
Increase the effectiveness of leadership by:					
<ul style="list-style-type: none"> • Implementing a long-term strategy that has been planned to ensure consistency in staffing during absences; • Conducting a subject leadership review, alongside creating a set of subject leader standard operating procedures to ensure a subject leader's time is used more effectively and the role is more manageable • Attending subject leader CPD and using staff meetings to build upon and further develop the consistency of subject leadership; • Conducting a subject knowledge review and identification of priority subjects where staff subject knowledge needs developing further. 					
Improvement Targets (What?)	Intended Outcomes: (What will success look like?)	Actions: (How?)	Timescale (When?)/Cost	Person Resp. (Who?)	Monitoring
1.2 Senior Leaders and the SENDCO and SEND Governor ensure that all staff closely match appropriate resources to SEND	<ul style="list-style-type: none"> • By 5th October 2020, all SMTLPS are completed with SMART targets, including a developing understanding of how planned resources can meet the specific needs of the pupils, and shared 	<ul style="list-style-type: none"> • SENDCo to revisit OFSTED findings and revisit setting of SMART targets for SMTLPs from assessments; • Teachers analyse assessments of SEND pupils; 	<ul style="list-style-type: none"> • Sept 3rd • Sept 21st, Jan 4th, April 12th 	<ul style="list-style-type: none"> VS Class teachers 	<ul style="list-style-type: none"> HT VS / HT

<p>pupils' needs to enable them to work with increased independence.</p>	<p>with relevant staff, pupils and parents;</p> <ul style="list-style-type: none"> • By January 2021, all SMTLPS are reviewed and updated with SMART targets, including an embedded understanding of how planned resources can meet the specific needs of the pupils, and shared with relevant staff, pupils and parents; • By April 2021, all SMTLPS are reviewed and updated with SMART targets, including a sustained understanding of how planned resources can meet the specific needs of the pupils, and shared with relevant staff, pupils and parents; 	<ul style="list-style-type: none"> • SENDCo lead staff meeting on use of appropriate resources to match needs of SEND pupils • SMTLPS created incorporating SMART targets set based on most recent assessment point • SENDCo and HT create Microsoft Forms Survey for parents of SEND pupils to obtain electronic signature • SMTLPS shared with staff, pupils and parents • SENDCo and SEND Governor scrutinise SMTLPS and set action points. • SENDCo and SEND Governor conduct discussion with pupils and support staff • SENDCo and SEND Governor conduct learning walk. • SENDCo share action points with relevant staff members / whole staff, as required. • SEND Governor feedback to Governors at Governing Body Meetings. 	<p>July 5th</p> <ul style="list-style-type: none"> • Sept 23rd • Sept 28th Jan 4th, April 12th July 12th • Sept 28th • Oct 5th Jan 11th, April 19th • Oct 14th Jan 20th April 21st • Jan 20th • April 21st (am) • Oct 14th Jan 20th April 21st • Autumn, Spring, Summer 	<p>VS</p> <p>Class teachers</p> <p>VS / PQ</p> <p>Class teachers</p> <p>VS / SL</p> <p>VS / SL</p> <p>VS / SL</p> <p>VS</p> <p>SL</p>	<p>HT</p> <p>VS / HT / SL</p> <p>VS / HT</p> <p>VS / HT / SL</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p>
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