

Fitzwilliam Primary School SDP Action Plan – 2020/2020

Completed **Ongoing** **Not Complete**

Area of SDP link to Key Issue 1	Key Issue To further develop the curriculum so children know more, remember more and understand more		Link to OFSTED Framework = The Quality of Education		
Subject:	Leader: Vikki Scott Governor Link: Mrs Suzanne Lewis		Total Cost of Action Plan £4,600		
Key Issue / Key Line of Enquiry	<p>To monitor the progress of SEND children, to make sure that are making CONSISTENT progress, in order for it to be good progress.</p> <ul style="list-style-type: none"> To support teachers when planning multi-sensory lessons. To ensure differentiation is appropriate for SEND children and challenge is provided. To monitor the effectiveness of SMART targets of Supporting Me To Learn Plans. To ensure that writing, maths and reading procedures are followed throughout school for SEND children. To provide support when assessing SEND children to track progress accurately. 				
Rationale	<ul style="list-style-type: none"> Tracking procedures should triangulate to show progress through; Quality First Teaching, SMART interventions and Independence in order to make progress. Support Staff are skilled to support and promote independence of all pupils including SEND pupils Questioning promotes independence and challenge for SEND pupils. External agency support draws upon expertise and clear direction for the SEND pupil, staff and parents. Parental opportunities to discuss progress and/or concerns are addressed at least termly with the class teacher Research shows that multi-sensory approaches and outdoor learning enhance the pupils learning who have SEND needs. 				
Outcomes What success will look like for children	<ul style="list-style-type: none"> All SEND children will make at least good progress. Children will know what their targets are and how they can achieve them (with support) Children will access differentiated and appropriately scaffolded work. Children will learn sing multi-sensory techniques. 				
OBJECTIVE	ACTIONS	RESOURCES	MONITORING	MILESTONE 1	EVALUATED IMPACT
To monitor the progress of SEND children	<ol style="list-style-type: none"> SENCO to share the 2020/19 data with staff. SENCO to share the SEND register for Aut1 at INSET including next steps for the children. SENCO to monitor progress of SEND children Monitor progress through moderation of books. Monitor progress through SUPPORTING ME TO LEARN PLAN 	<p>During weekly SENCO release</p> <p>£4,000</p> <p>(40 weeks x£100)</p>	<ol style="list-style-type: none"> Autumn 2019 – progress grid updated and shared with staff. Autumn 2019 - Share the register at INSET and key dates for consultations with LSS/CIAT/SEMHS (currently awaiting dates from external agencies) Autumn 2019/Spring 2020/Summer 2020– Provide staff with the 	<p>Data assessment sheets – electronic copies. All staff have this now.</p> <p>Ensure that they have passed them onto the next class teacher.</p> <p>Monitoring after assessment data has been uploaded.</p>	

	<p>targets when set to reviewed. Compile in file.</p> <p>6. Work alongside LSS, EPS, CIAT, SEMH and VI to develop the targets set by professionals within the classroom.</p>		<p>paperwork required for their SEND pupils and deadlines to complete for analysis. VS to provide feedback and advice based on current data trends.</p> <p>4. Autumn 2019/Spring 2020/Summer 2020– SMART targets should be met on a termly basis. SENCO to address those that are not being met. Are they SMART? Does the child required additional support? Is it following the new procedure?</p> <p>5. Autumn 2019/Spring 2020/Summer 2020– Ensure all SUPPORTING ME TO LEARN PLAN have been updated and shared with parents and the children. Copies to be signed by parents and the children. Targets will be SMART. VS to upload to sharedocs electronically and store paper copies safely.</p> <p>6. Autumn (LSS/EPS) Planning Meeting and Autumn (CIAT/SEMHS) Planning Meeting– complete JPM for SEND children. All advice to be shared with staff and new referrals to be completed.</p> <p>7. Spring 2020/Summer 2020 – complete consultation and JPM for SEND children. Weekly records and visits from external agencies will be recorded and the</p>	<p>Scrutiny of work – half termly (week before the end of a half term)</p> <p>SUPPORTING ME TO LEARN PLAN monitored termly</p> <p>External agency support work notes to be read then filed in the children’s folders.</p>	
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			individual teacher will ensure that targets are acted upon.		
To review and support members of staff (ESA) working with SEND child with ECHP	<ol style="list-style-type: none"> 1. Share the ECHP with ESA. 2. Share the SUPPORTING ME TO LEARN PLAN with ESA. 3. Observe and offer support through learning walks/drop in sessions. 4. Model how to support child based on their complex needs. 5. Complete Performance Management of ESA 	<p>During weekly SENCO release</p> <p>Cost included above</p>	<ol style="list-style-type: none"> 1. Autumn 1 – go through the updated ECHP and SUPPORTING ME TO LEARN PLAN with ESA during PM. 2. Autumn 1, Spring 1, Summer 1 – VS to conduct and review PM targets to support staff as fully as possible. 3. Autumn-Summer – VS to observe support through drop ins/learning walk 	<p>VS to provide a copy for the SEND file.</p> <p>Monitor child’s needs and how effective the ESA/LTA are in order to meet the needs of the ECHP.</p> <p>Ensure that advice is incorporated onto SMART targets.</p>	
To expand the SENCO leadership and collaboration of networking across the INSPIRE MAT	<ol style="list-style-type: none"> 1. To review data tracking systems 2. To develop skills of the SENCO with visitors from the LA/External agencies to ensure that all schools are applying the same 3. To review the new OFSTED framework within SEND 4. To develop a network that looks at the needs of the individual schools and SENCOs 	<p>Dates to be led by Leah Charlesworth</p> <p>6x £100 = £600</p>	<p>Autumn</p> <p>3/10/19 @Ash Grove 1:15pm</p> <p>21/11/19 @Maypole 1:15pm</p> <p>Spring</p> <p>28/1/20 @Fitzwilliam 8:30am</p> <p>25/3/20 @Half Acres 1:15pm</p> <p>Summer</p> <p>20/5/20 @Maypole 8:30am</p> <p>9/7/20 @Half Acres 1:15pm</p>	<p>Share good practice amongst SENCOs within the MAT to ensure that there is support and a common thread to SEND.</p>	
To maintain the new EHC plans	<ol style="list-style-type: none"> 1. SENCO to maintain the agreed outcomes and paperwork of the ECH Plan. (JH/AE/DH/LW/CD) 2. Working with Emma Forsyth (SENART case worker), parents, support agencies and school will create the ECH Plan at an agreed annual review date. 3. To add the outcomes onto the SUPPORTING ME TO LEARN PLAN for children with a EHC Plan, 4. MSP for HN (UFS) has been put forward for an EHCP. Paperwork 	<p>During weekly SENCO release</p> <p>Cost included above</p>	<ol style="list-style-type: none"> 1. July 2019 – all new dates set for ECHP Annual Reviews with SH 2. Autumn (EHCP AR-AE Y4) Invitations have been sent out to SALT/CIAT 3. Autumn (EHCP AR-LW Y5) 30/9/19@2pm Invitations to be sent out to CIAT/EPS 4. Autumn (TRANSITION TO KS3 EHCP AR-CD Y6) 7/10/19 Invitations to be sent out to 	<p>Send invitations of the date to SENART</p> <p>VS to arrange and hold annual reviews</p> <p>Outcomes to be on the SUPPORTING ME TO LEARN PLAN.</p>	

	received July 2019. Awaiting further details.		<p>VI/Habilitation/Secondary school SENCO</p> <p>5. Spring (EHCP AR-DH Y4) 30/3/20 @2pm Invitations to be sent to SALT</p> <p>6. Summer (EHCP AR-JH Y2) 15/6/20 @2pm Invitations to be sent to SALT/CIAT</p> <p>7. Autumn 1 – VS to check that the outcomes of the ECH Plan to the Child's SUPPORTING ME TO LEARN PLAN s that teachers and parents are always aware of the goals for the child.</p>	Review procedures with governors.	
To collate pupil voice for SEND pupils	<ol style="list-style-type: none"> 1. Discuss pupils work, cultural capital and viewpoints of social skills. 2. Moderate and evaluate their progress of SMTL targets with the pupils. How do they feel that they have been successful? What helps them? What could be better? 	<p>During weekly SENCO release</p> <p>Cost included above</p>	<ol style="list-style-type: none"> 1. Autumn 2019. VS to collate a baseline of pupil voice to monitor throughout the year. 2. Spring 2020. VS to review the progress of pupils learning and experiences 3. Summer 2020. VS to review the progress of pupils learning and experiences. Create impact report. 	<p>VS to gather pupil voice of SEND pupils to look at the impact that is not always calculated by data but through self-esteem and mental health.</p> <p>Feedback to HT and LM as well as teachers/Support staff</p>	
To ensure that SEND Procedures are followed	<ol style="list-style-type: none"> 1. Update SEND Policy and upload to website. 2. Check Local Offer documents are reviewed and uploaded to the website. 3. Provision Maps to outline interventions required 4. Intervention files to be used weekly that show progress. 	<p>August 2019 – VS/SH</p> <p>September – VS/SH</p> <p>Half Termly – VS/SH</p>	<ol style="list-style-type: none"> 1. August 2019. VS to review and update SEND register. 2. August 2019. VS to review the Local Offer documents and make appropriate changes. Forward to SH 3. Autumn 1-2, Spring 1-2 and Summer 1-2. Teachers to update their provision maps and send to SH and be inside their intervention files. 4. Autumn 1-2, Spring 1-2 and Summer 1-2. Teachers to set SMART intervention for SEND pupil's weekly and 	<p>VS to review SEND documents and SH to upload onto the school website as required by the LA.</p> <p>Review Provision Maps against weekly interventions to ensure that children are getting the allocated support and interventions.</p>	

			record progress made as well as the next steps that are clear and precise.		
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Local Governing Body Termly Review

Term	Monitoring Strategies used	Evaluation	Report date to Governors
Autumn 2020			December 2020
Spring 2020			April 2020
Summer 2020			July 2020

