

SCHOOL IMPROVEMENT PLAN SEN TEAM 2025-2026

Key Objectives

3 Year Long Term Plan:

To develop the quality of communication and interaction skills for students at Breckenbrough School.

September 2025-July 2026:

- To remove barriers to language and communication through the continued development of communication and interaction skills through training, including access arrangements.
- To continue to develop and build upon networking opportunities.
- To continue to update and manage EHCPs and annual reviews

SIP Overview

- **To remove barriers to language and communication through the continued development of communication and interaction skills through training, including access arrangements.**
 - To consider the deployment of the LSAs both in structured and unstructured time.
 - To develop and deliver focussed training to support interventions and in class support for the LSAs.
 - Dyslexia and Literacy difficulties training for staff
 - Orthography and Linguistic Morphology
 - Language and questioning
 - Increase the use of Assistive Technology, including the use of Live Captioning
 - To implement appropriate access arrangements including the gathering and sharing of evidence, through training, observation and support with the academic team:
 - Teachers to be aware of the accountability for providing evidence for access arrangements.
 - Develop a consistent and effective template for evidencing access arrangements.

To continue to develop and build upon networking opportunities .

- Continue to work with the NAAAE in developing a potential new app to support families and professionals.
- To continue to attend the NAHT SEND Council meetings and utilize development opportunities.
- To develop links with other SEN provisions particularly around therapeutic development.

To continue to update and manage EHCPs and annual reviews:

- To develop the links between EHCP and QoL target setting through the introduction and development of the Student Passports.
- To provide training and support for keyworkers to develop their role within the AR process.
- To continue to follow and monitor changes as a result of the SEN and AP plan

o To remove barriers to language and communication through the continued development of communication and interaction skills through training, including access arrangements.										
Actions	Leaders	Success criteria	Resources	Cost	Time line		Monitoring	Reporting To	Progress	Impact
					Start	End				
To consider the deployment of the LSAs both in structured and unstructured time.	KB	LSAs will feel secure in their role both in and beyond the classroom.			Sept 25	July 26	KB, MH	SLT, Gov	(Feb 26) The duty rota has been restructured to utilise LSAs before school, but they are no longer required to complete lunch duties.	LSAs will be confident in their role and within the staff team.
To develop and deliver focussed training to support interventions and in class support for the LSAs.	KB	LSAs will be split into 3 groups for the year, with a different termly focus for each term on rotation.	Training provided by KB and KB (OT)		Sept 25	July 26	KB, MH	SLT, Gov	(Feb 26) The first term of training has been completed for the LSAs and the 2 nd rotation is currently underway in Dyslexia, OT, and reflection.	LSAs will develop their understanding of the role in 3 areas: Literacy and Interventions Sensory support The role of the LSA They will be confident in supporting students in the classroom.
Dyslexia and literacy difficulties training for staff – including orthography and linguistic morphology, and language and questioning	KB (in collaboration with SB and DV)	Staff will have a clearer understanding of the new Dyslexia definition. Further training sessions to be delivered throughout the year.			Sept 25	July 26	KB, MH	SLT, Gov	(Feb 26) Training has been delivered on Orthography by KB as part of a literacy session led by DV.	Staff will be up to date with current developments in dyslexia and will have a developed understanding of the need to apply specific strategies to support the students.
Increase the use of assistive technology, including the use of live captioning.	KB	Ensure that all students who require assistive technology have	TBC	TBC	Sept 25	July 26	KB, MH	SLT, Gov	(Feb 26) Read&Write software has been implemented across the school for both staff	Students will have access to the necessary resources to allow them to engage in their learning.

		access to the necessary resources.							and students. This is proving to be beneficial and both staff and students are engaging. The software has been specifically chosen as it is JCQ compliant so can be used in the forthcoming exams.	
To implement appropriate access arrangements including the gathering and sharing of evidence, through training, observation and support with the academic team.	KB	Ensure that all students participating in external exams have access arrangements appropriate to their needs, and in line with the current access arrangement regulations, supported by appropriate evidence in preparation for inspection.	Training provided by KB		Oct 25	Mar 26	KB, MH	SLT, Gov	(Feb 26) Access arrangement training was delivered on the 7/11/25 and resources shared on SENPoint. It has been challenging to gather the evidence but this has been completed for the 25/26 exams. This has prompted a review of the system for evidence gathering for September 2026.	Students will be able to complete their exams with appropriate support in place.
Teachers to be aware of the accountability for providing evidence for access arrangements.	KB	Teachers are able to provide appropriate evidence to support the access arrangements required for individual students.	Training provided by KB		Oct 25	Mar 26	KB, MH, AH	SLT, Gov		Students will be able to complete their exams with appropriate support in place.
Develop a consistent and effective template for evidencing access arrangements	KB	A template enables the appropriate information to be captured as evidence to support the required access arrangements.	Template and training provided by KB.		Oct 25	Mar 26	KB, MH, AH	SLT, Gov		Students will be able to complete their exams with appropriate support in place.

To continue to develop and build upon networking opportunities.										
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					Start	End				
Continue to work with the NAAAE in developing a potential new app to support families and professionals.	KB	Key information will be shared with ALT and the wider staff team as appropriate, to support improved outcomes for students.			Sept 25	July 26	KB, MH	SLT, Gov	(Feb 26) KB attended the inaugural national information sharing event in London. As a result, a new contact has been made with a potential speaker for the September training.	Resources to be shared with staff and families as appropriate.
To continue to work with the NAHT SEND Council meetings and utilize development opportunities.	KB				Sept 25	July 26	KB, MH	SLT, Gov	(Feb 26) NAHT involvement ongoing.	
To develop links with other SEN provisions particularly around therapeutic development.	KB				Sept 25	July 26	KB, MH	SLT, Gov	(Feb 26) KB has reached out to other specialist settings but at present there has not been any success in securing alternative supervision or link opportunities.	

To continue to update and manage EHCPs and annual reviews:										
Actions	Leaders	Success criteria	Resources	Cost	Time line		Monitoring	Reporting To	Progress	Impact
					Start	End				
To develop the links between EHCP and QoL target setting through the introduction and development of the student passports.	KB	There will be a greater cohesion between the use of the QoL surveys and target setting, and the EHCP targets.			Sept 25	July 26	KB, MH	SLT, Gov	(Feb 26) Training has been delivered to staff regarding target setting to form a more cohesive link.	Keyworkers, parents, and students will have a greater understanding of the links and rationale behind target setting which will be more effective and relevant.
To provide training and support for keyworkers to develop their role within the AR process.	KB	Keyworkers will have a clear understanding of their role within the AR process.			Sept 25	July 26			(Feb 26) A document for keyworkers has been shared with staff to support their understanding of the role of the keyworker in annual reviews.	The AR process will be refined to be a clearer system for all involved.
To continue to follow and monitor changes as a result of the SEN and AP plan	KB	To ensure that as a provider we are up to date with current information and developments.			Sept 25	July 26	KB, MH	SLT, Gov	Ongoing monitoring of developments.	To be able to offer the most relevant and appropriate service for all stakeholders.