

SCHOOL IMPROVEMENT PLAN

SEN TEAM

2018 – 2019

Key Objectives

- To develop and support Wave 1 interventions in the classroom delivered by the Academic Team to provide the best possible outcomes for each individual student.
- To embed and further progress Wave 2 and 3 interventions delivered by the SEN team and other professionals, to meet the additional needs of each individual student.

- To develop the systems for annual reviews to ensure that the needs of all parties are met, as part of the 'plan, do, review' cycle.

SIP Overview

To develop and support Wave 1 interventions in the classroom delivered by the Academic Team to provide the best possible outcomes for each individual student.

- Produce a training programme specific to the development of the understanding of additional SEN needs.
- Further develop and maintain the SEN register as a platform for sharing EHCP outcomes and key information for best supporting the needs of the students.
- Provide opportunities to share and disseminate useful information to staff to enhance the development of good practice, in addition to the SEN register.
- Make available direct opportunities to work with staff at a classroom level to support and develop good practice.
- Develop the training opportunities to ensure the practice of the Learning Support Assistants best meets the needs of the students both within and beyond the classroom.

To embed and further progress Wave 2 and 3 interventions delivered by the SEN team and other professionals, to meet the additional needs of each individual student.

- Further the planning and recording of Wave 2 interventions, using the assessments and data gathering provision.
- Introduce additional Wave 2 and Wave 3 interventions to further meet the needs of the boys and monitor their development.
- Evaluate the success of existing interventions across the SEN team.
- Develop an holistic approach to interventions to ensure clarity and transparency in all areas.

To develop the systems for annual reviews to ensure that the needs of all parties are met, as part of the 'plan, do, review' cycle.

- Further develop the information gathering for parent and student views.
- Monitor progression towards EHCP outcomes within the cycle.
- Develop further information sharing opportunities for parents.

Develop and support Wave 1 interventions in the classroom

| Actions | Leaders | Success criteria | Resources | Cost | Time line | | Monitoring | Reporting To | Progress as of Jan 2019 | Impact |
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| | | | | | Start | End | | | | |
| Prepare and deliver a training program for the LSAs which focuses on: Expectations and behaviour in the classroom. Understanding student needs and applying appropriate strategies and Wave 1 interventions. | KB | <ul style="list-style-type: none"> - Learning walks - Observations - Staff questionnaires and feedback. | Training resources TBC | | Autumn 2018 | Summer 2019 | KB/GC | SLT Governors | | Improved student engagement and progress in the classroom and beyond. |
| Create and share the new platform for the SEN register in September 2018. Further develop and monitor success of the SEN register and adapt accordingly. | KB | <ul style="list-style-type: none"> - Sen register will provide a purposeful base for gathering and storing information. - Use and feedback from EHCP reviews in information sharing. - Feedback from staff through questionnaires and observations to ensure secure knowledge of student needs. | | | Autumn 2018 | Summer 2019 | KB/GC | SLT Governors | | Information sharing will be clear and easily accessible to allow all professionals involved with the students to have a clear understanding of needs and support. |
| Provide opportunities to share and disseminate useful information to staff to enhance the development of good practice, in addition to the SEN register. | KB/SEN Team | <ul style="list-style-type: none"> -Staff will feel confident and knowledgeable in being to access information. - Information will be relevant in supporting staff in developing good practice. | | | Autumn 2018 | Ongoing | KB/GC | SLT Governors | | <ul style="list-style-type: none"> -Improved information sharing. -Improved classroom practice in supporting students with SEN. |
| Make available direct opportunities to work with | KB/SEN Team | <ul style="list-style-type: none"> - Staff will work alongside the | | | Autumn 2018 | Ongoing | KB/GC | SLT Governors | | Students will have greater levels of support and |

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| staff at a classroom level to support and develop good practice. | | SENCO/SEN team to develop good practice to support with additional needs within the classroom. | | | | | | | | understanding through the planning and delivery of lessons. |
| Develop the training opportunities to ensure the practice of the Learning Support Assistants best meets the needs of the students both within and beyond the classroom. | KB | -LSAs will feel confident in their ability to work with students and empowered to demonstrate good practice. -LSAs will be able to identify and discuss training needs and where appropriate suitable courses. | | | Autumn 2018 | Summer 2019 | KB/GC | SLT Governors | | Highly trained and skilled LSAs offering high quality effective support in the classroom. |

To embed and further progress Wave 2 and 3 interventions delivered by the SEN team and other professionals

| Actions | Leaders | Success criteria | Resources | Cost | Time line | | Monitoring | Reporting To | Progress as of Jan 2019 | Impact |
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| | | | | | Start | End | | | | |
| Further the planning and recording of Wave 2 interventions, using the assessments and data gathering provision. | KB | <ul style="list-style-type: none"> - Assessment data, including GL assessments and Frog data to be used to identify students requiring additional intervention. - Appropriate interventions to be planned and developed in conjunction with the SEN team to best meet the needs of the student and recorded | | | | | KB/GC | SLT Governors | | Thorough identification processes will ensure that all students are appropriately offered relevant interventions. |

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| | | within the SEN register, and reported upon within EHCP reviews. | | | | | | | | |
| To plan and develop a SCERTS model to suit the needs of Breckenbrough | KB/CV | <ul style="list-style-type: none"> - Meeting held to identify key needs for school - Appropriate sections of the programme selected and adapted to best support the needs of the students. - Additional resources identified - Initial training needs for staff and delivered | As required | | September 2018 | Summer 2019 | KB | SLT Governors | | Development of an appropriate holistic programme to improve the quality of social communication across the school. |
| To begin the implementation of the SCERTS programme through a pilot programme of no more than 5 students across key stage 3. | KB/CV | <ul style="list-style-type: none"> - Initial assessments completed - Language skill level identified - 2 targets per student identified - Appropriate Wave 1 and 2 interventions evident in school through observations and feedback | | | Autumn 2018 | Summer 2019 | KB | SLT Governors | | The programme will have been trialled with a small cohort, to be evaluated to determine whether successful and therefore can be rolled out to a greater number of students. |

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| To embed the social communication programmes through 'Talkabout' and 'Social stories' up to year 10. | TM | <ul style="list-style-type: none"> - The starting point for all boys identified by July 2018 to have been determined and programmes commenced. - All new boys to complete the sc identification overview as part of the induction process within the first 6 weeks of being on role, and then to begin the programmes as required. | | | Autumn 2018 | Ongoing | KB | SLT Governors | | Improved sc skills for individual students achieved through an appropriate programme based on clear identification criteria. |
| Social communication sessions to appear as regular timetabled slots on the main school timetable, and to be recognised by all staff as an additional intervention programme. | TM | <ul style="list-style-type: none"> - TM will submit intervention slots to GC to be incorporated in to the main timetable. | | | Autumn 2017 | Ongoing | KB/GC | SLT Governors | | All staff and students will have clarity as to when the SC sessions will be taking place. |
| All intervention programmes to be monitored through weekly recording processes. | KB/SEN Team | <ul style="list-style-type: none"> - The sen register will be updated weekly in the relevant intervention section. - Staff will receive feedback and information weekly through shared documentation e.g. Sharepoint | | | Autumn 2018 | Ongoing | KB | SLT Governors | | Staff will have clarity as to the intervention work taking place within the SEN team, and a greater awareness of the needs of the students to transpose in to their own planning. |

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| All intervention programmes to be evaluated half termly and adjusted accordingly. | KB/SEN Team | - All interventions will be evaluated through half termly team meetings. - Half termly plans to be produced demonstrating progress, and development. | | | Autumn 2018 | Summer 2019 | KB | SLT Governors | | All programmes will be up to date and accurate allowing for information to be shared appropriately and adjustments to be made as required. |
| Develop an holistic approach to interventions to ensure clarity and transparency in all areas. | KB/SEN Team | -Regular SEN meetings to discuss current interventions and the needs of the students. -Review and implement new or refined interventions as required. | | | Autumn 2018 | Summer 2019 | KB/GC | SLT Governors | | A fully integrated programme of intervention will be in place for all students, leading to increased clarity and improved outcomes for students. |

To develop the systems for annual reviews to ensure that the needs of all parties are met, as part of the 'plan, do, review' cycle.

| Actions | Leaders | Success criteria | Resources | Cost | Time line | | Monitoring | Reporting To | Progress as of Jan 2019 | Impact |
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| | | | | | Start | End | | | | |
| Prepare and utilise questionnaires within the annual review meetings to gather views from parents and local authority representatives about the current information | KB | - Appropriate views about what is required for the EHCP meetings and information gathering will be made available to allow further development of | Prepared questionnaire | | Autumn 2018 | Autumn 2018 | KB/GC | SLT Governors | | Greater detail and information provided to local authorities to support in the development of more robust EHCP plans. |

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| gathering systems pre-meeting. | | the current paperwork. | | | | | | | | |
| Utilise the information gathered from the questionnaires to produce and trial new information gathering sheets. | KB | - New paperwork will be produced as required as a result of the information gathering trialling will ensure it is fit for purpose. | | | Spring 2019 | Easter 2019 | KB/GC | SLT Governors | | |
| Review and improve as required the new information gathering and implement within the meeting preparation structure. | KB | - New paperwork will be fit for purpose for all future review meetings. | | | Easter 2019 | Summer 2019 | KB/GC | SLT Governors | | |
| Use of assessment data from classroom teachers, additional interventions, and the use of the SEN register, to monitor progression towards EHCP outcomes within the cycle. | KB | - Students will make appropriate progress towards their outcomes, and where they may not be making appropriate progress, early intervention can be put in place to support the students further. | | | Autumn 2018 | Ongoing | KB/GC | SLT Governors | | Provide greater accountability to Local Authorities and other parties with regards to meeting the needs of the students through appropriate provision. |
| Develop further information sharing opportunities for parents through the creation of a resources web page aimed to parents with students requiring additional levels of intervention. | KB | - Webpage will be created that allows parents to access additional information which will further support their son's needs. | | | Autumn 2018 | Summer 2019 | KB/GC | SLT Governors | | Provide greater sharing and support between parents and school to improve outcomes for students. |