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| **Holy Trinity C of E Primary School**  **School Improvement 2024-25** | | | | | | | | | | |
| **Subject** | **SEND** | | | | | | | | | |
| **Staff** | **D Wheeldon** | | | | | | | | | |
| **Strategic Subject Intent** | | | | | **Intended Impact** | | | | | |
| At Holy Trinity C of E Academy, we ensure all SEND children receive high-quality and ambitious education regardless of need or disability. We believe it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners in school and within the community. We adapt a **curriculum** where all learners, particularly the disadvantaged and those with SEND have the **knowledge and skills to succeed** in life.  Through our high quality planning, teaching and provision we:  Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximized.  Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. Responding to diverse learning needs: adapting approaches so that all pupils can engage effectively with any all areas of the curriculum.  Provide an accessible learning environment which is tailored to the individual needs of pupils.  To value and encourage the contribution of all children to the life of the school in a variety of ways and encourage children to develop a positive self-image  Develop children’s independence and life skills and provide children with experiences and opportunities which will promote a life-long love of learning, independence, self-motivation, resilience and self-esteem alongside the development of individual talents and abilities.  Provide good quality and relevant training for all staff members supporting children with SEND.  Work in partnership with parents and carers.  Work closely with external agencies and other professionals to provide the best support for the children and develop our provision.  To regularly monitor the progress of SEND children to ensure that no child fails to make progress and support children to overcome potential barriers.  To ensure SEND children understand safeguarding procedures and give extra advice and support when needed. | | | | | * Children can access the curriculum with quality first teaching and focused support * Lessons Observed, Book Scrutinies and Assessment reflect high standard of learning for all pupils including SEND. * Children have access to resources to support their needs. * Interventions support children with specific needs. * Staff have the skills and knowledge to support SEND children and parents * Curriculum is adapted and personalised for children with Co-ordinated Care Plans * Children with additional personal, social and emotional needs are supported.   On leaving Holy Trinity, children with SEND have developed good independence and life skills. | | | | | |
| **Subject Implementation** | | | | **Linked personnel** | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| For staff to become aware of Ordinarily Available document from Hartlepool authority to help remove the barriers to learning.  (Autumn Term) | | | | D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To become familiar with new Thrive portal and evaluate Thrive assessments for classes.  (Autumn Term) | | | | D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To embed Thrive mentors and give support on Emotional Coaching and Zones of Regulation to support children (including Ordinarily Available resources)  (Spring Term) | | | | D Wheeldon  Teachers and TAs | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To complete staff questionnaire to audit the SEND needs and CPD required for individual needs. Access Whole School Send DFE website for required CPD.  (Questionnaire Aut / training Spring and Summer) | | | | D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| CPD on different Attachment Issues and how these impact on children- Secure, Ambivalent, Insecure and Insecure disorganised.  (Spring Term) | | | | D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| CPD on Executive Function from EP to provide resources to support working memory and processing skills. (Autumn Term) | | | | D Wheeldon  EP Team | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To work with new Speech Therapist to provide support with communication and language. With a focus on Early Years. Training from SALT / EP on gestalt language relating to ASD.  (This is an authority target as this is the biggest area of need in the authority). (Throughout year CPD) | | | | D Wheeldon  SALT & EP Team depending on support available | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To develop SEND calendar to make children and families aware of different SEND needs and National Days to celebrate needs.  (Spring Term) | | | | D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To review support and interventions for high needs children in core subjects. Subject leaders access Subject Leaders Handbook on Whole School Send website to support children. Research EEF intervention and staff implement appropriate interventions.  (Autumn Term) | | | | D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To review TripleP in whole school to support families.  (Spring Term) | | | | D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| To actively involve KS2 children in supporting younger children with OT exercises.  (Set up Autumn 2 after Wellbeing Ambassador have been established) | | | | D Wheeldon | |  |  | |  | **Autumn**  **Spring**  **Summer** |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | | | **Links to Academy Council** | | |
| * Resources for SEND * Resources for social groups * EP time for CPD * Badges for KS2 children * Triple P cover * Staff meeting time * SALT | | | * £300 * £100 * Contract * Supply budget * £50 * Staff meeting time * £200 | | | | | * Kirsty Crowley | | |
| **Evaluation** | | | | | | | | | | |
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