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| **Holy Trinity C of E Primary School**  **School Improvement 2023-24** | | | | | | | | | |
| **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 first quality 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** | | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To embed Thrive mentors to support social and emotional development. Head Teacher to complete Thrive training and become Thrive Practitioner.  (Autumn Term ensure Thrive mentors are set up. Awaiting new dates for Head Teacher to complete training.) | | | | |  |  | |  | Aut- Mentors set up for classes with TAs and class assessments completed. Action plans set up.  Spr- Head teacher started Thrive Practitioner course. Assessments and action updated.  Sum- Head completed Thrive course |
| To ensure more vulnerable and SEND children accept invitations to attend social groups.  (Each term monitor clubs SEND children are attending – SEND Report Questionnaires for children.) | | | | |  |  | |  | Aut- SEND / vulnerable targeted invited. Questionnaires completed with SEND chn Yr1 – 6 and parents. Information collated and updated SEND Report.  Spr- Another group set up to support SEND children mindfulness and art. Sports SEND children attended events.  Sum- More SEND and vulnerable children attending groups |
| To direct new staff to appropriate CPD training within the cluster, EP and CAMHs.  (Throughout academic year – depending on need) | | | | |  |  | |  | Aut- staff sent CPD  Spr- allocated time to complete appropriate CPDD.  Sum – all staff completed CPD for SEND cohort / individual needs. |
| For EP to provide CPD for teaching staff on Precision Teaching to support appropriate intervention for SEND children.  (Autumn Term) | | | | |  |  | |  | Aut- Precision Training completed. Staff set up groups. |
| CPD on different Attachment Issues and how these impact on children- Secure, Ambivalent, Insecure and Insecure disorganised.  (Spring Term) | | | | |  |  | |  | Aut- Staff offered CPD on Attachment Issues if needed.  Spr- Training on Attachment Issues |
| To work with new Speech Therapist to provide support with communication and language.  (This is an authority target as this is the biggest area of need in the authority). (Throughout year and hopefully school builds up CPD) | | | | |  |  | |  | Aut- No specific work with SALT but communicating via email to ensure specific children have support.  Spr- SALT coming into school to work with children and TA.  Sum – attended authority training on SALT in EY. Still feel communicate with SALT is an area that needs more support. |
| To embed work with PACE, ACES and appropriate language.  (Revisit – Year after training complete. Target new staff.) | | | | |  |  | |  | Aut- Covered ACES with new staff  Spr-  Sum- Staff meeting to recap language around PACE /Thrive to support chn |
| To embed work on SEND monitoring with subject co-ordinator and how IEP impact on subject areas.  (Autumn term and continue throughout the year.) | | | | |  |  | |  | Aut- Subject co-ordinators aware of SEND needs. Core leaders monitored IEP targets for their subjects.  Spr- continued during subject monitoring and pupil progress meetings. |
| To research EEF intervention and staff implement appropriate interventions.  (Autumn Term) | | | | |  |  | |  | Aut- attending EEF training on interventions for reading. Staff shown EEF toolkit  Spr- Reading assessment changed to work with EEF research |
| To review TripleP in whole school to support families.  (Spring Term) | | | | |  |  | |  | Staff completing course so will start Summer. |
| To actively involve KS2 children in supporting younger children with OT exercises.  (Set up Autumn 2 after Wellbeing Ambassador have been established) | | | | |  |  | |  | Aut- training Wellbeing Ambassors to support children around school. Peer training discussed with Alliance.  Spr- Chn shown how to support children.  Sum- Wellbeing Ambassadors worked with all chn on physical moving for mental health. |
| **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** | | | | | | | | | |
| More training required on supporting children in class – Executive Thinking Skills which are being discussed in EP meetings.  Lots of work with authority about what is expected in each class – ‘Ordinary Available’ staff need to be made aware of this.  Need to embed / reinforce Thrive / PACE and access new resources on the website. | | | | | | | | | |