

Weston St Mary CE Primary Post OFSTED Action 2017/18

Priority for Development: 6i

To ensure good personal progress and attainment for vulnerable groups of pupils.

Monitored by: David Clements and Yvonne Shaw

6i) To improve tracking, outcomes and support for children on the SEN register so they make good personal progress against their challenging targets for RWM.

Success Criteria:

- a) To ensure all pupil groups make good or better progress and gaps are closed for vulnerable groups.
- b) To ensure all pupil groups make good or better progress and gaps are closed for vulnerable groups. To track pupils' attainment and progress to ensure all children make good or better progress. (To meet the detailed success criteria on priority 4.)
- c) Ensuring all children are challenged and that expectations are high for all pupils. (To meet the detailed success criteria in priority 5.)
- d) All pupils have challenging targets set in RWM which are regularly reviewed to ensure positive pupil outcomes
 - SEN Reading: 50% 4/8 typical progress, 25% 2/8 accelerated progress (25% 2/8 to reach EXS and 12.5% 1/8 to make GDS)
 - SEN Writing: 75% 6/8 typical progress, 0% accelerated progress (25% 2/8 to reach EXS)
 - SEN Maths: 50% 4/8 typical progress, 25% 2/8 accelerated progress (25% 2/8 to reach EXS and 12.5% 1/8 to make GDS)
 - SEN KS2 GPS: 56% 4/7 typical progress, 14% 1/7 Accelerated progress (14% 1/7 to reach EXS)

Key Performance Indicators to check progress and impact of priority

Date	October 2017	February 2018	July 2018
Key Performance Indicator	<p>SEN register has been reviewed and shared with all staff/parents and carers.</p> <p>Monitoring shows that register is regularly reviewed and updated</p>	<p>SEN register regularly updated in line with pupil needs.</p> <p>To complete personal support plans for all pupils on the SEN register and are regularly updated and changed.</p>	<p>Monitoring shows:</p> <p>SEN Reading: 50% 4/8 typical progress, 25% 2/8 accelerated progress (25% 2/8 to reach EXS and 12.5% 1/8 to make GDS))</p> <p>SEN Writing: 75% 6/8 typical progress, 0% accelerated progress (25% 2/8 to</p>

Staff have been supported to complete personal support plans for all pupils on the SEN register. Resulting in more confidence in planning and assessing impact of interventions.

SEN register regularly updated and changed informed by TA and pupils needs.

SEN review meetings for staff, pupils, parents and carers are established.

Monitoring shows interventions are clearly impacting on improved pupil outcomes.

Pupil progress meeting are holding staff to account and staff are able to discuss next steps and progress for SEN pupils.

Staff have a clear understanding of how to use pebbles resource which is having an impact on clear targets and pupil outcomes.

Staff are receiving either whole school or individual CPD to confidently deliver teaching and learning for SEN groups.

Monitoring shows that SEN pupils are making good or better personal progress. OTrack shows a mixed picture mid-year. However, an increasing number are reaching their personal targets from their starting points. Pupils are better enabled to overcome their barriers. Autism Tier 2 training completed, specialist teaching team have worked in school. Pets for Therapy has been particularly effective. Art Therapy and BOSS have also been involved (50% of Y6 access this support)

SEN review meetings for staff, pupils, parents and carers are established. Pupil performance targets listed in priority success criteria adjusted according to mid-year assessment in order to ensure gaps are closing. Some targets have been adjusted upwards to reflect the improved progress.

Interviews show that staff, parents and pupils have a clear understanding of how to support pupil outcomes.

CPD is having a positive impact on outcomes for SEN pupils and staff are confident in planning interventions and pupils are on track with their PSP targets.

Pupil progress meeting are holding staff to account and staff are able to discuss next steps and progress for SEN pupils. This reflects the impact of one teacher.

Staff have a clear understanding of how to use pebbles resource which is having

reach EXS)

SEN Maths: 50% 4/8 typical progress, 25% 2/8 accelerated progress (25% 2/8 to reach EXS and 12.5% 1/8 to make GDS)

SEN KS2 GPS : 56% 4/7 typical progress, 14% 1/7 Accelerated progress (14% 1/7 to reach EXS)

		an impact on clear targets and pupil outcomes.	
Monitoring activities linked to above (how)	<p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the monitoring summaries.</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for SEN pupils. Pupil voice recorded on what helps them learn</p>	<p>Visit to see picture of mid-year assessment and some pupils work.</p> <p>ILB member visits to see summary reports from the monitoring activities above</p> <p>ILB member understands leaders planned actions in response to findings.</p> <p>ILB member understands and obtains evidence that follow up actions have had an impact</p> <p>Tour of classrooms to see some of the evidence identified within the</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for SEN pupils. Pupil voice recorded on what helps them learn, monitoring summaries.</p>	<p>ILB member visit to see evidence of performance against main success criteria at the top of this priority.</p> <p>Monitoring Activities:</p> <p>Planning monitoring, book scrutiny, intervention monitoring, monitored through half termly pupil progress meetings which governors attend.</p> <p>Reports to governor meeting on outcomes for SEN pupils. Pupil voice recorded on what helps them learn.</p>
Who and when	<p>SLT/DC (ILB)/YS (LAAT)</p> <p>Each half term</p>	<p>SLT/DC (ILB)/YS (LAAT)</p> <p>Each half term</p>	<p>SLT/DC (ILB)/YS (LAAT)</p> <p>Each half term</p>

Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)
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	<p>To improve pupil outcomes for pupils on the SEN register.</p> <p>To improve tracking and support for children on the SEN register</p>	<p>1. Review SEN register monthly</p> <p>2. Share with staff and ensure staff are aware of pupil needs</p> <p>3. To complete personal support plans for all pupils on the SEN register</p> <p>4. Ensure plans are having adequate impact</p> <p>5. To set up SEN pupil review meetings with parents and carers one morning a week. AF available for staff or parents/carers on Wednesday mornings.</p>	<p>AF</p> <p>AF</p> <p>AF</p>	<p>Time</p> <p>Time</p> <p>Time</p>	<p>Sept 2017</p> <p>Sept 2017</p> <p>October 17</p> <p>Jan 2018</p> <p>April 2018</p> <p>July 2018</p> <p>July 2018</p> <p>April 2018</p> <p>Sept 17 ongoing</p> <p>July 2018</p>	<p>To ensure accurate picture of SEN needs provision that is regularly updated and impacts on pupil outcomes. All staff and parents and carers are clear about what provision is needed and it is planned for.</p> <p>Plans are completed and updated half termly. Staff, pupils, parents and carers are clear about provision and this impacts on pupil progress</p> <p>To have clear communication between SENCO /Staff/Pupils Parents and carers</p>	<p>AF/RW/ILB</p> <p>Sept 2017</p> <p>October 17</p> <p>Jan 2018</p> <p>April 2018</p> <p>July 2018</p> <p>SLT/ILB</p> <p>Sept 2017</p> <p>October 17</p> <p>Jan 2018</p> <p>April 2018</p> <p>July 2018</p> <p>AF/RW/ILB</p> <p>Sept 2017</p> <p>October 17</p> <p>Jan 2018</p> <p>April 2018</p> <p>July 2018</p>	<ul style="list-style-type: none"> Register is now in place and is reviewed by SLT with teaching staff. Teachers now write their own pupils' support plans and are effectively evaluating them. Parents appreciate the regular review with SLT
Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)

	<p>To improve pupil outcomes for pupils on the SEN register.</p> <p>To improve tracking and support for children on the SEN register (cont.)</p>	<p>6. To monitor SEN interventions half termly</p> <p>7. To review SEN progress at half termly pupil progress meetings</p> <p>8. Personal support plans and targets to be updated each half term and shared with parents and carers.</p>	<p>AF</p> <p>AF/RW</p> <p>AF RW SP SA</p>	<p>Time</p> <p>Time</p> <p>Time</p>	<p>Sept 17 Oct 17 Jan 2018 April 18 July 18</p> <p>Sept 17 Oct 17 Jan 18 Apr 18 July 18</p> <p>Sept 17 Oct 17 Jan 18 Apr 18 July 18</p>	<p>Interventions are having clear impact on pupil progress and outcomes so that all children are making good or better personal progress.</p> <p>Interventions are having clear impact on pupil progress and outcomes so that all children are making good or better personal progress.</p> <p>Personal support plans are being updated by staff and reflect new targets and next steps each half term.</p>	<p>SLT/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018</p> <p>SLT/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018</p> <p>SLT/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018</p>	<ul style="list-style-type: none"> To date there has been 1 PPM and SEND pupils are beginning to make better progress against their personal plans. 2 pupils have and EHCP in place. One of these pupils has been placed in a specialist school in Norfolk where needs will be better met. The other pupil who has an EHCP is making good progress within his plan however, he will not meet national expectations.
Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)

	<p>To improve pupil outcomes for pupils on the SEN register.</p> <p>To improve tracking and support for children on the SEN register (cont.)</p>	<p>9. To support training of SENCO at sister school to work at Weston St Mary ½ day a week</p> <p>10. SENCO governor to be established and monitoring of provision to be organised</p> <p>11. EHC pupils to be supported in line with their plans and to make good personal progress.</p>	<p>AF ZH</p> <p>AF/ ILB</p> <p>AF/RW /SP/ SA TAs</p>	<p>Time and costings for half day a week</p> <p>Time</p> <p>Time</p>	<p>June 2018</p> <p>Sept 2017 October 17 Jan 2018 April 2018 July 2018</p> <p>Sept 2017 October 17 Jan 2018 April 2018 July 2018</p> <p>Sept 2017 October 17 Jan 2018 April 2018 July 2018</p>	<p>SENCO to have successfully completed training and to be taking up roll ½ day a week at WSM</p> <p>Monitoring clearly shows that interventions are having a positive impact on SEN pupil outcomes.</p> <p>Governors are holding school to account and have a clear understanding about outcomes and support for SEN pupils</p> <p>There is clear understanding of all staff, pupils, parents and carers that provision is being met and pupils are making good personal progress</p>	<p>SLT/ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018</p> <p>ILB Sept 2017 October 17 Jan 2018 April 2018 July 2018</p> <p>AF/SENCO Sept 2017 October 17 Jan 2018 April 2018 July 2018</p>	<ul style="list-style-type: none"> Shadow SENDCO from Whaplode is supporting this school which is evidence of the sharing of leadership across the two schools. Governor responsible for SEND monitoring has yet to undertake appropriate activities.
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	<p>To improve pupil outcomes for pupils on the SEN register.</p> <p>To improve tracking and support for children on the SEN register (cont.)</p>	<p>12. Teachers planning is regularly monitored to check SEN provision is being planned for and updated</p> <p>13. Pebbles resource shared and being used to support targets on personal support plans.</p> <p>14. All staff receive training to support SEN pupils either through SDM or individual CPD.</p>	<p>SLT</p> <p>AF</p> <p>SLT</p>	<p>Time</p> <p>Resource cost and time in SDM</p> <p>Time and CPD costings school budget</p>	<p>Sept 17 Oct 17 Jan 18 April 18 July 18</p> <p>Sept 17 Oct 17 Jan 18 April 18 July 18</p> <p>Sept 17 Oct 17 Jan 18 April 18 July 18</p>	<p>Planning clearly shows SEN provision is being met and that all staff are clear about progress and next steps for all pupils.</p> <p>Planning clearly shows SEN provision is being met and that all staff are clear about progress and next steps for all pupils.</p> <p>Staff have received CPD to positively support SEN provision.</p>	<p>AF/SENCO/ Govs</p> <p>Sept 2017 October 17 Jan 2018 April 2018 July 2018</p> <p>AF/SENCO/ Govs</p> <p>Sept 2017 October 17 Jan 2018 April 2018 July 2018</p> <p>AF/SENCO/ Govs</p> <p>Sept 2017 October 17 Jan 2018 April 2018 July 2018</p>	<ul style="list-style-type: none"> • Use of Pebbles is effective particularly those with an EHCP. • CPD as a whole staff has been undertaken and is yet to happen on an individual basis. •
Priority	Objectives	Tasks/Actions	Lead	Resources	Time-Line	Success Criteria / Desired Impact on pupils	Monitoring (who and when)	Evaluation (monitoring findings & evidence of impact)

<p>To improve pupil outcomes for pupils on the SEN register.</p> <p>To improve tracking and support for children on the SEN register (cont.)</p>	<p>15. Maths subject leader to attend subject leader CPD with LAAT on how to track progress and attainment of vulnerable groups.</p>	RW		Sep 17- Jul 18	<p>Interventions for vulnerable groups in Reading, writing, maths and grammar, punctuation and spelling are informed by analysis of assessment by subject leader.</p>	<p>SLT ILB LAAT</p>	<ul style="list-style-type: none"> The LAAT maths course is very useful for the maths leader's development. She is beginning to cascade information to staff. Ma Leader has analysed data and is able to support staff in identifying next steps.
	<p>16. Maths subject leader to analyse assessments in order to inform intervention groups.</p>	RW		Oct 17			
	<p>17. Principles of assessment analysis to be used across reading, writing and grammar, punctuation and spelling also. Intervention groups to be informed accordingly</p>	RW	Time for subject leader CPD	Nov 17			
	<p>18. Impact on intervention groups to be monitored via intervention observations.</p>	RW		Dec 17			
	<p>19. Findings of monitoring activities to be acted upon and staff supported to address areas for development.</p>		Time for SDM	Dec 17			
	<p>20. Monitoring activities to be repeated in order to ensure areas for development have been addressed. Cycle of support and monitoring to be repeated.</p>			Feb 18 Apr 18 May 18 Jul 18			