

Fitzwilliam Primary School

SEND School Improvement Plan 2020-21

AFI's (linked to Ofsted Inspection 14th January 2020)

This plan forms part of the whole school SDP.

- **A small number of pupils with SEND do not have the resources they need to enable them to work independently. This means that they sometimes rely too heavily on adult support. Leaders, and teachers, need to make sure that all pupils have appropriate resources, matched to need, to help them to work with increased independence.**

Barriers to increasing the effectiveness of leadership:

- Recent instability of experienced staffing at all levels across school;
- Capacity of staff to take on subject leadership roles;
- Varying experience levels of staff leading subjects;
- Variation of subject knowledge and confidence amongst staff, across subjects.

IMPACT OF COVID-19

- The Risk Assessment restricts the SENDCO to observe and work within bubbles of mixed-children due to social distancing.
- Attendance of SEN Support pupils are not high, this means a reliance on remote learning and appropriately differentiated tasks/packs are required per child.
- Access to external support agencies are affected in light of them testing positive for COVID-19 and the pupils being absent.
- Bubble closures
- The level of independence of SEND pupils, including the EHCP pupils at home is unmeasured due to the level of support and resource that they would require along with resilience.
- Where remote learning of SEND pupils is low, it is challenging to monitor retention.

Increase the effectiveness of leadership by:

- Implementing a long-term strategy that has been planned to ensure consistency in staffing during absences;
- Conducting a subject leadership review, alongside creating a set of subject leader standard operating procedures to ensure a subject leader's time is used more effectively and the role is more manageable
- Attending subject leader CPD and using staff meetings to build upon and further develop the consistency of subject leadership;
- Conducting a subject knowledge review and identification of priority subjects where staff subject knowledge needs developing further.

Improvement Targets (What?)	Intended Outcomes: (What will success look like?)	Actions: (How?)	Timescale (When?)/Cost	Person Resp. (Who?)	Monitoring
<p>1.2 Senior Leaders and the SENDCO and SEND Governor ensure that all staff closely match appropriate resources to SEND pupils' needs to enable them to work with increased independence.</p>	<ul style="list-style-type: none"> By 5th October 2020, all SMTLPS are completed with SMART targets, including a developing understanding of how planned resources can meet the specific needs of the pupils, and shared with relevant staff, pupils and parents; By January 2021, all SMTLPS are reviewed and updated with SMART targets, including an embedded understanding of how planned resources can meet the specific needs of the pupils, and shared with relevant staff, pupils and parents; Targets have had to be designed around remote learning with a scaffolded support by the SENDCO. By April 2021, all SMTLPS are reviewed and updated with SMART targets, including a sustained understanding of how planned resources can meet the specific needs of the pupils, and shared with relevant staff, pupils and parents; 	<ul style="list-style-type: none"> SENDCo to revisit OFSTED findings and revisit setting of SMART targets for SMTLPS from assessments; Teachers analyse assessments of SEND pupils; SENDCo lead staff meeting on use of appropriate resources to match needs of SEND pupils SMTLPS created incorporating SMART targets set based on most recent assessment point SENDCo and HT create Microsoft Forms Survey for parents of SEND pupils to obtain electronic signature SMTLPS shared with staff, pupils and parents SENDCo and SEND Governor scrutinise SMTLPS and set action points. SENDCo and SEND Governor conduct discussion with pupils and support staff SENDCo and SEND Governor conduct learning walk. SENDco share action points with relevant staff members / whole staff, as required. 	<ul style="list-style-type: none"> Sept 3rd Sept 21st, Jan 4th, April 12th, July 5th Sept 23rd Sept 28th, Jan 4th, April 12th, July 12th Sept 28th Oct 5th, Jan 11th, April 19th Oct 14th, Jan 20th, April 21st Jan 20th April 21st (am) Oct 14th, Jan 20th, April 21st 	<p>VS</p> <p>Class teachers</p> <p>VS</p> <p>Class teachers</p> <p>VS / PQ</p> <p>Class teachers</p> <p>VS / SL</p> <p>VS / SL</p> <p>VS / SL</p> <p>VS</p>	<p>HT</p> <p>VS / HT</p> <p>HT</p> <p>VS / HT / SL</p> <p>VS / HT</p> <p>VS / HT / SL</p> <p>HT</p> <p>HT</p> <p>HT</p> <p>HT</p>

		<ul style="list-style-type: none"> SEND Governor feedback to Governors at Governing Body Meetings. 	<ul style="list-style-type: none"> Autumn, Spring, Summer 	SL	HT
Impact:			Next steps / actions:		
February 2021					
<ul style="list-style-type: none"> All teaching staff accessed the INSET to practice and refresh their understanding. All staff have the awareness and understand the importance of writing SMTLPs effectively VS and the SEND governor SL had a remote meeting to review and discuss next steps. (see separate meeting minutes) This was fed back to staff. Impact to be measured in new SMTLP. Staff have dealt with sharing the SMTLPs well and by having telephone consultations regarding the pupil's targets, in addition to parent's evening. Leading to better communication for parents. VS has retrieved views of the TAs/ESAs via Microsoft forms which is positive for the majority of questions. 			<ul style="list-style-type: none"> Further work and support around embedding the SMTLP targets is required for a consistent approach across school. Ensure that teachers follow up and log the sharing of SMTLPs with parents/carers. Once pupils are in school ensuring that the resources are utilised to scaffold independence and resilience. Ensure that all TAs/ESAs have access to the SMTLP and EHCP where applicable as there are still some inconsistencies of paperwork being shared by the class teacher. 		
July 2021					
<ul style="list-style-type: none"> 			<ul style="list-style-type: none"> 		