

## Ambitious for Everyone

Outstanding practice and provision for children with special educational needs



**Strategic question:** How can we support children with communication and cognition and learning difficulties to make accelerated progress?

### Rationale and Evidence

A small but important minority of children are not progressing well and the gap in attainment between them and their peers grows each year. A focus on improving SEND practice and provision will improve the attainment and well-being of these children; It will also improve Quality First teaching which will have a beneficial impact on every child.

### Research and Policies

<https://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf>  
[https://www.thecommunicationtrust.org.uk/media/31961/tct\\_genadrift.pdf](https://www.thecommunicationtrust.org.uk/media/31961/tct_genadrift.pdf)  
[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA\\_Guidance\\_Report\\_Interactive.pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf)  
<https://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/Educator/Resources/dfs-gpg-abridged.pdf>  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**SLT Lead: Beth Tanton, Fliss Hardie**

Strategic aim	Key tasks	Lead Person/ People	Accountabilities, timescales and measureable milestones						Desired impact	Evidence (Process, Product, Outcomes)
			T1	T2	T3	T4	T5	T6		
AE1. Develop high quality <b>universal</b> provision for children with Communication and Cognition & Learning difficulties through effective and appropriate training for teaching staff.	a. INSET to review the Code of Practice, graduated approach and 'every teacher a teacher of SEN' b. Audit current knowledge and staff confidence in supporting children with communication and cognition difficulties through a survey c. Plan a series of PDMs to meet needs identified in the survey with support from Educational Psychology, Speech and Language Therapy, STEPs and ASD Outreach Teams etc. d. Investigate whole school training through STEPS	BT/FH/JC  BT/FH  BT/FH  BT/FH	a. 27.09	b. 27.09	c. 9.11	d. 13.09			a -Staff can speak confidently about the Code of Practice and the graduated approach b- Clear understanding of teacher professional development needs established c/d/e - Quality first teaching will improve through professional development focused on	<ul style="list-style-type: none"> <li>• PDM slides</li> <li>• Analysis of survey responses (confidence scales at start and end of year)</li> <li>• PDM Evaluations</li> <li>• Evidence collected towards first stage of Dyslexia Friendly Award evidence</li> <li>• Communication Friendly Award – Stage 2</li> <li>• Relevant research identified &amp; shared</li> </ul>

	e. Implement additional PD opportunities such as problem solving circles and drop ins, mentoring or coaching	BT/FH				e. 5.4			difficulties that children experience, the impact that this can have on their learning and the approaches and strategies to best support them	<ul style="list-style-type: none"> <li>Learning Walk evidence</li> <li>Maths manipulatives guidance document</li> </ul>
	f. Establish a Wider Implementation Team with relevant skills and experience - Maths and English Leaders, Maths Hub Leader, Compass Dyslexia teacher, Compass Inclusion Team, EP, STEPS/SALT teams and Intervention TAs	AE Team	f. 18.10						f - Team have been identified and established	
	g. Begin 'Dyslexia Friendly' Mark process and create an initial Action Plan	BT/FH/STEPS	g. 19.10						g - Registered for Dyslexia Mark process with STEPS team	
	h. Begin gathering evidence for stage 2 of "Communication Friendly' School Award	BT/FH/SALT		h. 9.11					h - Evidence gathered for Communication Friendly award	
	i. PDM to clarify expectations about differentiation (particularly with Maths Mastery approach)	JC/BT/FH		i. 01.11					I - Expectation document/ rationale created and shared	
	j. Investigate and plan specific support from STEPS in helping staff in planning /differentiating for emerging readers and writers/children working well below expected levels.	FH/BT/RG/DH/LW	j. 13.09						J - Children identified and STEPS support visits implemented	
	k. Train support staff to deliver precision teaching	BT/FH/EP		k. 01.11					K - Staff trained to identify targets for Precision Teaching	
	l. Learning Walks to focus specifically on communication friendly/dyslexia friendly approaches to teaching/ planning/ resources & environments.	HB/BT/FH/KB		l. 02.11					L - Support and advice given to further embed good practice	
	m. Ensure that maths manipulatives are consistently used throughout school	JC				m. 05.04			M - Maths manipulatives used consistently	

AE2. Accelerate progress of individual children through targeted, research based interventions.	a.	Audit current interventions and their effectiveness through data analysis	BT/FH/Phase Leaders			a. 17.01		a. April		a - Gain a clear understanding of current staff development.	<ul style="list-style-type: none"> <li>• Provision Map</li> <li>• SEND data reports</li> <li>• Intervention data</li> <li>• Children's voice interviews</li> <li>• STEPS referrals</li> <li>• Relevant research identified &amp; shared</li> <li>• Progress/Provision meeting reviews</li> <li>• Maths club intervention data</li> <li>• Nesy Club intervention data</li> </ul>
	b.	Identify groups of children in every year group who are at least one year or more below expected levels	BT/FH/Phase Leaders	b. 04.09 & ongoing						b -Target children identified	
	c.	Interview selection of these children about their experiences & what they find helps them to learn	AfEC team/MW/AA	c. 19.10						c - Pupil voice informs action plan	
	d.	Refer any child who is more than one year below expected levels to STEPS Maths/Literacy programme and identify targeted interventions to begin immediately	Class teachers/BT		d. 01.11					d -Specialist support for children with highest need	
	e.	Invest in Nesy Dyslexia programme. STEPS TAs to complete Nesy log in and assessments/create individual programmes for identified children	STEPS TAs	e. 19.10						e/f -Research based dyslexia resource available for immediate support. Clear understanding about how to use it among teachers/support staff.	
	f.	PDM to introduce Nesy to teachers and identify how it can best be used in class timetable to support children.	BT/FH/LW/KT			f. 17.01				g - Inference intervention established to support children predominantly in KS2	
	g.	Identify additional research based interventions that will not have a detrimental impact on teacher workload	AE Team	g. Ongoing						h - Small Talk intervention established in FS	
	h.	Introduce planned programme of one to one precision teaching for children from Yrs 2-5 using IXL software	BT/FH/Phase Leaders		h. 01.11					I - Research identified to develop Action plan	
	i.	Identify & invest in technology that can support children in recording their ideas for writing i.e. Clicker7 (Educational Psychologist recommendation)	BT/FH	i. 19.10						J - Accelerated progress for children in Maths and Literacy	
	j.	Embed the graduated approach through creating joint progress meetings and Provision Map meetings as a Year Group. Carefully track the progress and attainment of target children	HB/DH				j. 17.01		j. April	K - Children with specific learning difficulties meaningfully access literacy lessons without adult support.	
	k.	Add interventions to John Sinnot to monitor children's progress	DH	k. 19.10							

	<p>l. Establish a Maths Club to pre-teach key concepts (revisit Assembly times)</p> <p>m. Introduce an early morning Phonics/Nessy Club to close gaps in learning</p>	<p>HB/JC/JR/BT/FH</p> <p>LW/KT/BT/FH</p>		<p>l. 9.11</p> <p>m. 9.11</p>					<p>L - Effective provision planned through inclusion in Progress meeting process</p> <p>m - Interventions can be tracked for effectiveness</p> <p>n - Accelerated progress/gap closing in maths</p> <p>o - Accelerated progress/gap closing in maths</p>	
<p>AE3. Maximise the effectiveness of Teaching Assistants through high quality training and effective deployment.</p>	<p>a. PDM to review the Code of Practice, graduated approach</p> <p>b. Audit current knowledge and staff confidence in supporting children with communication and cognition difficulties through a survey</p> <p>c. Plan TA PD programme based on needs identified in survey</p> <p>d. Plan refresher training in Precision Teaching</p> <p>e. Establish key children in every year group and allocate a TA to delivery daily precision teaching intervention every afternoon (Y2-5)</p> <p>f. Update and monitor effectiveness of performance appraisal procedures for support staff</p> <p>g. Introduce regular learning walks for support staff to embed the scaffolding model and good SEN practice</p>	<p>BT/FH</p> <p>BT/FH/HB</p> <p>BT/FH/EP</p> <p>BT/FH</p> <p>BT/FH/Phase Leaders</p> <p>SLT</p> <p>BT/FH/HB</p>	<p>a. 27.09</p> <p>b. 27.09</p> <p>f. 01.11</p> <p>g. 01.11</p>	<p>c. 16.11</p> <p>d. 01.11</p> <p>e. 15.11</p>				<p>a - Staff can speak confidently about the Code of Practice and the graduated approach</p> <p>b - Clear understanding of Support Staff PD needs established.</p> <p>c/d/e -The effectiveness of support staff will be maximised through professional development focused on identified needs</p> <p>f -Support staff deployed effectively in high quality one to one and small group support</p> <p>g - Scaffolding model fully embedded in support staff/child interactions</p>	<ul style="list-style-type: none"> <li>• PDM slides</li> <li>• Analysis of survey responses (confidence scales at start and end of year)</li> <li>• PD meeting Evaluations</li> <li>• Learning Walk evidence</li> <li>• Support staff appraisals</li> <li>• Precision teaching data/impact</li> </ul>	

<p>AE4. Further develop learning environments that promote communication and remove barriers to learning.</p>	<p>a. Audit learning environments using checklists from Communication Trust and British Dyslexia association</p> <p>b. Establish expectations for table top resources for every class e.g. phonics mats</p> <p>c. Provide Phonetic Dictionaries for every class</p> <p>d. Provide Phonics, Spelling &amp; Maths board games for Key Stage Two</p> <p>e. Share expectations for IWB slides and resources (i.e. font size, colours etc.)</p> <p>f. Invest in aids for visual stress for every class – e.g. overlays, eye level rulers</p> <p>g. Carry out learning walks to ensure that changes to learning environments reflect the needs of all learners in the class.</p>	<p>BT/FH/S ALT</p> <p>BT</p> <p>BT/FH</p> <p>BT/FH</p> <p>BT/FH</p> <p>BT/FH</p> <p>SLT</p>	<p>b. 19.10</p> <p>c. 19.10</p> <p>d. 19.10</p> <p>f. 19.10</p>	<p>a. 09.11</p> <p>e. 01.11</p>	<p>g. 17.01</p>		<p>g. April</p>	<p>a -Strengths and areas for development identified</p> <p>b -Question prompts used effectively to support higher order thinking</p> <p>c/d/e - Increase in learners independence through table top &amp; dyslexia resources/visual aids being used in classes routinely</p> <p>f/g - Children with visual stress able to access learning on IWB and handouts</p> <p>h//l - Support and advice given to further embed good practice</p>	<ul style="list-style-type: none"> <li>• Learning Environment audits (Communication Trust template) and BDA</li> <li>• Learning Walk feedback</li> <li>• Dyslexia/ Communication friendly IWB slides</li> <li>• Dyslexia/ Communication friendly Learning resources</li> </ul>
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