School Development Plan Priority	Focus of Visit
Ensuring teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time and that this consistently translates into improvements in the teaching of the curriculum.	SEND

Visit time, date and Governor name:	Staff name:
Adrian Battley **26 - 01 - 2022 1.30 p.m .**	Heli Bryant

SDP actions to consider
- The school curriculum is ambitious and meets the needs of all learners

Ofsted: Good:
- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Previous visit: Progress on agreed actions and Impact

- N/A: First visit with Heli Bryant

Observations and Discussions

We discussed the changes that we have made to identifying, monitoring and sharing with all staff about pupils with SEND. Looking at the expected impact of these steps and what changes we have already made from this. We used the following questions to guide the discussions and discussed the role of SEND and SEND policies in school

■ 1. How have disadvantaged, SEND and vulnerable children been identified and supported during remote learning?
Where appropriate differentiated curriculum and resources were provided. As well as access to school based learning, as they were identified as vulnerable groups of pupils.

■ 2. How do you ensure that school resources are impacting on disadvantaged, SEND and vulnerable children?

We have put in place:
Individual provision maps:
These allow teachers to show and monitor the levels of intervention being provide to pupils and gives the opportunity to broaden the support provided to pupils. It provides staff with the confidence to understand what level of support the individual pupils are accessing and what the next steps will be if they do not impact meaningfully on the pupils.

Provision maps are in place for every child, however during professional discussion at the end of the Autumn term we also decided all children with SEND needed a personal profile, which include targets. These are in place and the impact is any curriculum adaptions so every child can fully access it and any support needed to do so is clearly identified.

The SMART targets which are assessed by the teacher and self-assessed by the children. To support progress and ensure profiles are reviewed and updated regularly.

Personal Profiles:

Setting up individual profiles to highlight targets and strategies in place to support pupils.

These have enabled staff to better develop their understanding of their SEN pupils and really focus in on what they currently do and what they could do to better support their pupils in the classroom and whole school environment.

Visuals:

Developing the use of visuals to support all pupils in accessing the learning and whole school community.

This helps to support pupils in understanding what is being asked/said to them as well as their acquisition of new and unfamiliar language.

Widget training has been given twice in the Autumn term and it has been used in all classes to ensure children can access the whole curriculum.

Dyslexia:

Whole school screening: identifying levels of risk as well as phonological, sequencing and processing difficulties to identify support and interventions that may help support pupils. In doing this is has provided teachers with a clearer understanding of how and where additional support maybe needed, as well as a deeper understanding of how competent pupils are: phonetically, sequentially and with their processing.

■ 5. What barriers to learning do your disadvantaged, SEND and vulnerable pupils face and how do the school address these? How do you know the actions are working?

Language acquisition. Many pupils have a comparatively small language demographic compared to their peers. This is addressed through pre-teaching new concepts, allowing pupils to have prior knowledge of new concepts allowing them a better opportunity to learn alongside their peers and provide a reduced need for 'catch up'. The use of Widgit (visual resources) has also allowed pupils a higher level of independence in their work as it gives them the chance to

Limited reading opportunities to read at home. Some of our disadvantaged pupils have reduced parental engagement for reading at home. For some of our pupils this has reduced their ability to practise the skills and led to a gap between them and their age equivalent peers. Reading TAs in

school help to provide rapid, daily intervention to support readers to shorten the gap between them and their peers as well as to support those who don't have parental support for reading at home.

■ 6. What do your SEND pupils need? Is it emotional, social, physical or behaviour support?
We have a range of needs in school including:
Communication, speech, cognition and learning, processing, social and emotional as well as behavioural.

■ What strategies do you have to help SEND children with their physical development?
Where needed we make individualised adjustments to meet their needs for example: alternative writing equipment, pencil grips, sensory circuits, 1:1 support in P.E (to ensure safety and understanding of instructions). However all adjustments are dependent on the current intake of pupils and additional/alternative steps can be made when supporting pupils.

Summary to be entered on Governor Monitoring Plan:

Further Action Required:
Monitor the impact of: visuals, Pupil Profiles and dyslexia screening assesments.

Impact of Governance:

Date and time of next visit:

Governor signature:	Staff signature:
Date: 020322	