

Long Field Academy

AEN Improvement Plan 2016-17

Key Priorities:

1. To continue to close the attainment gap between SEND and NON-SEND students in line with individual expectations
2. To continue to improve the use of tracking processes for early identification of need
3. To continually monitor our effectiveness in terms of interventions both in and out of the classroom in line with the changes to the SEN code of Practice.
4. Improve provision for all EAL students

Objectives	Actions including CPD	Lead Personnel	Brief Outline of impact	Success criteria	Monitoring Cycle
Continue to improve early identification of SEN/vulnerable and medical students and individual needs upon transition	Use of new transition form to primary schools Primary visits to take place in summer term	SM CP LN SB EB	Records up to date on transition with provisions in place upon transition allowing students to settle quicker and parents reassured	Student reach EOY targets	End of Summer term Beginning of Autumn term
Improving provision for ASD pupils within the school	Whole school CPD by Autism Outreach Service (AOS)	EB and AOS	Increased attendance and progress of pupils experiencing ASD traits	Progress made	Half termly
Increased effectiveness of TA provision within classrooms	Termly observations linked with performance management objectives	CD's EB SM			

Early identification of Low Prior Attainment students on transition	Use of transition form to primary schools Primary visits to take place in summer term	EB SM	Interventions in place upon transition.	Attainment gap closed	Each data drop.
Early and accurate identification of SEN students' current position in literacy to gauge an accurate start point	Testing in place for ks3 during 1 st 2 weeks of September for ARTI	RF EB SM	Arti/spelling tests completed to enable effective interventions generated and peer reading groups established	Increased attainment in Literacy. Greater opportunities for students to access whole curriculum	By the end of September 2016
Precision teaching intervention to continue with training for new staff	New TA's trained upon enrolment	EB/SM/TAs	Improve literacy skills in each department.	Increased attainment in Literacy. Greater opportunities for students to access whole curriculum	Half term cycle
Start to implement new Literacy intervention	CPD on intervention	EB GL	Improve literacy skills and phonic ability	Tracking for each pupil on graphs	Half termly Cycle
Continue with rigorous tracking for all SEN students to inform adequate provision and interventions to be shared with CD's	New tacking system implemented	EB	Students not meeting targets are identified early so that provision/support /intervention can be put into place	Tracking profile document clearly shows the impact of intervention/support Evidence of impact "live" throughout the academic year	Each data drop

<p>Continue to strengthen parental support - Improved parental engagement to support the SEND strategy/intervention including a greater emphasis on parent feedback</p>	<p>Parents of SEN students to be invited in each term for a celebration/discussion of continued progress and also to collate information from families about ideas/strategies</p>	<p>EB SM TA's</p>	<p>Greater parental involvement. Greater use of parental feedback forms</p>	<p>Parents' support secured in positive, collaborative way to share good practise Attendance to meetings and outcomes therewith to be monitored</p>	<p>Dates to be confirmed</p>
<p>Continue with strong Governor links to provide rigorous monitoring and challenge for SEND students</p>	<p>Regular meetings with SEND link governor</p>	<p>SM EB KS</p>	<p>Sharing good practise between governors and LF staff</p>	<p>SEND provision modified in light of discussions</p>	<p>Ongoing Sept 2016 to July 2017</p>
<p>Continue and implement more regular quality assurance activities for SEN pupils</p>	<p>Shadow SEND/Vulnerable students to gather evidence of appropriate intervention and support SEN/V learning walks to gather evidence of effective TA support SEN/V work scrutiny to show how marking and feedback is</p>	<p>LN/EB/RF/SM SM EB SM EB Leadership</p>		<p>Student observation records used to inform case studies demonstrating successful intervention Observation records show evidence of effective intervention/support /Differentiation</p>	<p>Each term Once each term Once each term</p>



	personalised and differentiated to meet needs and used to raise progression & attainment			<p>Increase in accurate and regular feedback contributes to a rise in attainment and increase in progression</p> <p>More teachers requiring students to act on marking and make improvements</p> <p>Green pen – students routinely asked to peer assess and set their own targets to improve</p> <p>Use of purple pen to evidence TA support</p> <p>Feedback to parents is supportive of the collaborative ethos of new COP</p>	
Improving attendance for SEN and vulnerable students	Attendance and punctuality data of SEN and vulnerable tracked. Actions implemented as detailed in Attendance and Punctuality policy (first day calling & follow up).	AW SM EB LN	Half termly meetings with all key personal	Improved attendance of SEN and vulnerable students to 100%	2015 to 2016

Leadership Opportunities – strategic targeting to ensure SEND students are well represented in decision making processes	<p>Nominations for SEN students from teaching staff/HOH to stand for school council.</p> <p>Discussions with students to ensure applications are submitted</p> <p>Leadership roles discussed with SEN students by house tutor</p>	All staff		<p>SEND students represented on school council and taking part in activities which affect them in preparation for active citizenship</p> <p>Student involvement in wide range of House leaderships</p>	September 2015 July 2016
Continue to improve Pupil voice to gauge individual needs from student point of view	<p>Use of Pupil passports introduced by new SENCo</p> <p>Transfer of current pen portraits to standardised model</p> <p>Updating Pupil Passports</p>	LN SM AE EB	Student views highlighted with support given when identified as an additional need with interventions put in place to further support students.	Close the attainment gap with students meeting EOY targets Pupils own views and learning styles put across to staff.	September 2016 ongoing
Increase staff training for pupils with SEN	Staff training sessions on specific difficulties	EB Outside agencies			
Greater emphasis on case studies to further improve provision and inform future action plans	All disadvantaged/SEN crossover students to be tracked by AEN team as a 'live' document	AEN team	Intervention provision improved. Use of student voice Use of parent voice	Quality assurance	Ongoing



<p>Greater support given to all EAL students to ensure progress is in line with individual targets</p>	<p>Early identification of EAL students Interventions put in place to support</p>	<p>AEN team</p>	<p>Introduce an EAL lunchtime club Literacy interventions to increase attainment</p>	<p>Close the attainment gap for EAL students</p>	<p>Each data drop</p>
<p>Reduce the rate of fixed term exclusions in line with national averages.</p>	<p>Early identification of problematic behaviours using sims data All staff using consistent approach to managing behaviours</p>	<p>SM LN AE</p>	<p>Students highlighted on a half termly basis to be mentored/tracked to ensure appropriate behaviours in line with academy's behaviour for learning policy</p>	<p>Exclusion rate falls to 0% or minimum below national average.</p>	<p>Academic year 15-16</p>

Created 08/2016

