

Hertfordshire Schools' SEND Benchmark and Planning Tool

School Name: Hartsfield JMI

Key dates:

Staff training/ consultation 03.01.18

Parent consultation –March 18

Staff meeting update 23.05.18

SEN Governor update 11.06.18

(Action Plan Pg 20-22) - shared with TAs 22.06.18

Staff meeting November 2019

Full Governing Body December 19

Full GB December 2020

Review of Action Plan 2 05 07 21 – discussed at full GB

Action Plan 3- Oct 21-July 22 discussed at full GB December 2021

Staff meeting update 13 07 22

Action Plan 4 Oct 22-October 2023- discussed at full GB December 12th 2022

Review for governors October 9th 2023 - made available for all on our website

New plan (action plan 5) – made available to governors and put on website Nov 23

Action Plan 5 October 2023- October 2024

| Target - the overarching aim: (What do we want to achieve?) | Actions: (What actions need to be taken to achieve the overarching aim?) | Person/s responsible: | Resources required: (Time, cost, materials, etc.) | Evaluation - evidence of success and impact: | Review Oct 2024 |
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| 1) · Enable improved evaluation of SEND provision and outcomes: We will introduce Edukey Provision Map digital tool to enable us to better log and evaluate provision of interventions and SEN support throughout the school. | <p>We will introduce Provision Map platform as a tool for better communication and co-ownership of outcomes for pupils with our parents. SENCO will assess how the provision map can be used to benefit outcomes and introduce this to the staff through training. Provision will be mapped to enable discussions around value for money. Learning plans will be produced for all SEN pupils and any interventions for non-SEN pupils can also be logged so this can be monitored.</p> <p>We will provide training, with a view to impact being highest for the least cost. We will communicate with parents how to access the platform. We will produce pupil passports for each child once per year so that their voice is recorded. Meetings with parents will be logged on the platform and parental comments. We will consult staff and parents on their opinion of the new system.</p> | SENCO/ SLT/ Admin staff/class teachers and TAs | Time for SENCO to train on use of system; train staff in use of system; provide training materials for staff and evaluate impact of provision | Better awareness of provision across school. Better co-production with parents and pupils. Pupil voice recorded on their pupil passport to empower their viewpoint.. | |
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| 2) School will promote more understanding of diversity as a strength. School will provide more information to all parents about the needs and diversity of our pupils, not just extending this information to the parents of SEND pupils as at present. | School will make all parents better aware of information on our website, for example about neurodiversity, SPLD and speech and language needs. Provide clear information about referral pathways for example for ASD/ ADHD. Promote the understanding that the diverse needs of our SEND pupils is everyone's business to support through access to information. | SENCO/staff/parents/admin staff | SENCO to lead training to familiarise staff with website information. Class teachers to share this information with parents as required. Parents kept aware through newsletter and training offers. | When asked in parents' voice questionnaires more parents will be aware of website to inform themselves of strategies to help their children. Teachers will use their own knowledge to work collaboratively with parents for best outcomes. | |
| 3) Reduce potential bullying of pupils with SEND through promoting a culture of unacceptability. | A survey of parents of our SEN pupils told us that 34.6% thought their children had been bullied because of their SEND. While this is lower than national figures (36% according to the Anti-bullying Alliance charity) We will provide a focussed message through assemblies, outside speakers from charities, PHSE and Anti-bullying week activities that bullying because of SEND | SENCO/charities/PHSE co-ordinator/SLT/staff | Staff time / staff meeting/ assemblies / PHSE co-ordinator /SENCO time | Reduced reports of bullying due to SEND from parents. Pupils tell us they feel safe and know who to ask for help. Understanding that we should call out bullies. | |

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| | <p>differences is unacceptable and should be called out. Use of the term “diversity is our strength” with the pupils. Quickly respond to any incidents and treat as a learning opportunity.</p> | | | | |
| 4) Access to training for staff on understanding and negotiating the world from the neurodiverse viewpoint | Staff training through Tune into ASD charity to promote a better understanding of how school appears to the neurodiverse and consider any reasonable adjustments that could support pupils with these conditions. | Whole staff | Cost - £200? Per session | Better awareness of difficulties experienced, and practical solutions shared. | |
| 5) Consultation of SEN pupils on extra-curricular activities to be able to better understand any possible barriers to SEN pupils attending. | Highlight to staff that in recent parent survey, they told us that only 44.8% of SEN pupils attend extra-curricular activities. We want to find out why this is. Are they interested in the clubs, are they accessible are they of interest to SEN pupils? | SENCO/ PE co-ordinators / art co-ordinator/ music co-ordinator/ admin staff | Time for staff to complete pupil voice | Better understanding of the relationship our SEN pupils have with extra-curricular activities. | |