

Hertfordshire Schools' SEND Benchmark and Planning Tool

School Name: Hartsfield JMI

This innovative tool will provide Hertfordshire schools with a framework for discussion about their policy and provision for children and young people with special educational needs (SEND). This is set within the statutory guidance of the SEND Regulations 2014 and the SEND Code of Practice: 0 to 25 years 2015.

Using a collaborative, solution-focused approach, schools can identify strengths in current practice and plan next steps.

The Benchmark and Planning Tool has been developed to help schools:

- Work with children and young people with SEND, their families and colleagues within and beyond the school to identify current practice using a 'best-fit' model
- Strengthen their knowledge and understanding through the use of incremental statements
- Plan manageable next steps towards exemplary practice
- Explore practice within the five outcomes from the Hertfordshire SEND Quality Offer

Key dates:

Staff training/ consultation 03.01.18
 Parent consultation –March 18
 Staff meeting up date 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 June 2021
 Full GB 05.07.21

Action Plan 2 October 2019- July 21

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 November 2020	Review June 2021

<p>“Schools are expected to provide high quality provision that meets the needs of children with SEN” (Local Authority Outcome 1) We will monitor involvement in all extra-curricular activities for SEND pupils to be sure SEND pupils are fairly represented in all extra-curricular activities</p>	<p>Assess- We will ensure that the % of children taking part in extra-curricular activities is similar to the over-all % of SEND pupils in our school population as a whole by those who provide clubs assessing who attends. Plan- If it is not we will consider what the barriers might be for this group Do-act on removing barriers for SEND pupils</p>	<p>SENCO/ All subject co-ordinators / class teachers/ TAs who take clubs.</p>	<p>Time to analyse trends and work with pupils on understanding possible barriers/pupil voice Cost – non-contact time.</p>	<p>Activity leaders/ subject co-ordinators/SLT will evaluate if SEND pupils are fairly represented. SEND pupils will be included in all aspects of school life.</p>	<p>During the past year Osted recognised, “pupils with SEND are supported effectively- staff plan learning carefully so that pupils make good progress from their various starting points” Extra-curricular activities were monitored up to lockdown – SEN pupils well represented in areas like nature citizens, choirs but not with paid for activities like “Little Linguists or Creative Chefs” In the second year of this plan, we need to continue this post lockdown.</p>	<p>Quality of provision remains high as possible, in spite of addition challenges due to Covid lockdowns. Many clubs etc did not run and so all children, not just SEN, were similarly disadvantaged. Music tuition did continue during lockdown for all pupils but it has been impossible to move forward with many sport or art based clubs until the summer term 2021. This will need to be reviewed again in the autumn term 2021 when extra-curricular provision is hopefully re-established fully.</p>
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<p>“Schools are expected to provide high quality provision that meets the needs of children with SEN” (Local Authority Outcome 1) Provision for SEND pupils will be mapped by subject leaders in their curriculum are and used it to monitor and analyse impact of provision on outcomes and progress.</p>	<p>Assess- curriculum leads will assess what provision is current for SEND pupils across school in their area. Plan- as a result they will seek ways to enhance provision or remove possible barriers. Do- they will advise colleagues and log impact for SEND pupils in their subject</p>	<p>SENCO/ All subject co-ordinators</p>	<p>Non-contact time</p>	<p>Subject co-ordinators will have an over view of provision for SEN pupils across the school in their area and provide advice on improvements for better outcomes.</p>	<p>This has been raised with subject co-ordinators who are challenged via performance management to ensure all pupil’s needs are met.</p>	<p>This again needs to be carried forward. Staff have provided often bespoke work and approaches on a daily basis to try to fill gaps left from having remote learning. This has been an especially difficult time for SEN pupils as they have often not received the benefit of daily support as they do at school. It has varied from pupil to pupil however.</p>
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<p>Improving short and long term outcomes for children with SEND (Local Authority Outcome 2) We will have better consideration of the impact of mental health for all SEND pupils.</p>	<p>Assess- Consideration of how SEND pupils feel at present by undertaking pupil well-being survey to assess scale of need. Plan- consideration of the vulnerabilities of SEND pupils – eg special consideration within safe guarding policies, anti-bullying policies. Inclusion of the needs of SEND pupils within any strategic planning on whole school mental health. Do –continue with making provision and adjustments to support pupils’ well-being. Bespoke approach to suit needs of individual.</p>	<p>DSP/dDSP SLT /teachers/ TAs /mental health leads</p>	<p>Available courses/ In-school training/ cascaded training/DS PL and Herts for Learning/ North Herts Learning Alliance. Links to charities Continued use of “My Time” cost- Hilta hours Better training for the whole staff on the impact of social, emotional and mental health needs</p>	<p>More strategic approach- Action Plan for improving Health and Well-being includes SEND pupils. Evaluation of well-being by survey before and after interventions. Knowledge and understanding of how to reduce anxiety and promote good mental health for children with SEND. SEND pupils will report through pupil voice that they feel safe and are not bullied.</p>	<p>We continue to make bespoke provision for pupils and seek all opportunities to maximise progress.</p> <p>In the second year of this plan, the challenge will be to see the impact of lockdown on these vulnerable pupils. It is recognised it may take all pupils 18 months to catch up- so for SEN pupils this could be longer.</p>	<p>As with non-SEN pupils, we have seen a rise in mental health needs for our SEN pupils. Pupils have often lost confidence and missed good routines for their learning. We have seen an increase in behavioural needs, especially with younger pupils and we believe this often to be as a result of insecurity and anxiety in the child. However not all children have been affected and some have benefitted from the close times spent with parents at home. We have worked with a larger than ever network of counselling providers and therapists for support.</p>
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<p>Communication sensitively with parents and young people about SEND needs; engendering trust and a constructive partnership working. (Local Authority Outcome 3) We will further enhance co-ownership of outcomes for families and pupils through enhanced discussion and co-production of targets.</p>	<p>Assess- taking stock of current position via parent's voice questionnaire online. Plan- we plan to enhance co-production of plans and seek parental choice in our provision for SEND pupils. When SEN Support plans are written we will seek the views of parents and highlight parental contribution in the plan. Parents will be self-informed by self-help section on our website. Do- more "doing with" approach. Responsive and anticipatory teaching as a result.</p>	<p>SENCO/ all teachers/ phase leaders/parents</p>	<p>Staff time – meeting with/communicating with parents to enable co-production. SENCO time to produce and evaluate parent voice survey. Staff meeting time</p>	<p>Enhanced co-working. Evidence of parental involvement in SEN support planning. Co-ownership of desired outcomes is evident. SEND pupils make continued progress.</p>	<p>This is an ongoing process. Three families were supported through the EHCP process last year and additional funding for two SEN child applied for successfully to enable us to meet their needs. This year we need to go back to consulting parents about provision for their children. The website needs to offer information to inform courses. Local courses for parents are made available through our newsletter or via emailed information.</p>	<p>The website has been improved and parents start to use it as a source of information but this can still be further enhanced. It is hoped the website can be a useful tool for signposting parents to helpful links and agencies to enable then to be better informed of options/ help available.</p> <p>We need to continue looking at parental views on this next year.</p>
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<p>Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money (Local Authority Outcome 4) We will enhance expertise of our whole staff through training</p>	<p>Assess- we will ask staff to indicate training need as part of performance management. Plan- we will look at availability of training from different suppliers and as in-house training to meet needs indicated by staff. Do- we will provide training to meet needs, with a view to impact being highest for the least cost.</p>	<p>SLT/Finance Officer/class teachers and TAs</p>	<p>Time to evaluate impact of provision/research latest evidence EEF. Work between SLT/DM on costs/value</p>	<p>Provision is constantly changed to provide best practice for most impact at least cost. Training is given to meet aims of SDP or to meet needs of individual or groups of SEND pupils.</p>	<p>Continued management of resources ensure best value provision for pupils.</p>	<p>We have continued to use staff meeting/ Inset time for CPD and where appropriate online training. Training offered by DSP, ESC, charities and NHS has been used. Some staff have done individual, specialised training in support of a particular child with more complex needs. One member of staff is undertaking an extensive course on SPLD in their own time.</p>
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<p>Working proactively and collaboratively to improve provision (Local Authority Outcome 5) Teachers will be better aware of content of the Information Report and self-help advice on our website to be able to share it with families.</p>	<p>Assess- teachers will consider their current working knowledge. Plan- through training, and discussion in staff meetings every time there are up-grades to the website, teachers will be better aware of information. Do- teachers can work collaboratively with parents who themselves are better informed so as to promote better outcomes.</p>	<p>SENCO/staff/ parents</p>	<p>Staff meeting to familiarise with website information. Class teachers to share this information with parents. Parents kept aware through newsletters.</p>	<p>When asked in parents' voice questionnaires more parents will use the website to inform themselves of strategies to help their children. Teachers will use their own knowledge to work collaboratively with parents for best outcomes.</p>	<p>Our website meets all statutory requirements for SEND but this year we would like to make it even more user friendly and accessible- so that information about SEND matters is easily found and understood by all.</p>	<p>The information report is kept updated online but this has been less of a priority this year with its unique difficulties for schools. This will be ongoing.</p>
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