

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
Plan 5 reviewed Oct 2024 – put on website
New plan (action plan 6) – made available to governors and put on website Oct 24

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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<p>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>	<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. 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>	<p>SENCO/ SLT/ Admin staff/class teachers and TAs</p>	<p>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</p>	<p>Better awareness of provision across school. Better co-production with parents and pupils. Pupil voice recorded on their pupil passport to empower their viewpoint.</p>	<p>Edukey was introduced following staff training given by senco in September 2023. Further training was given in October and December 23. This is quite a change from the previous paper-based system and teachers have tried to support parents with using this new system. This is a work in progress, especially where parents are less familiar with the use of online platforms. We will continue to embed the use of this platform and continue to offer training to parents next year on a bespoke basis. 72.2 % of parents in recent survey felt that the class teacher had explained about the SEN plans on Edukey to them. Edukey has supported transition of information- new children moving to this school; our Y6 pupils going to local secondary schools and withing year groups where plans and pupil passports have been shared.</p>
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<p>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.</p>	<p>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.</p>	<p>SENCO/staff/p arents/admin staff</p>	<p>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.</p> <p>Staff time / staff meeting/ assemblies/ PHSE co-ordinator /SENCO time</p>	<p>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.</p>	<p>We have promoted the information on our website through our newsletter (which goes to all parents of the school), at meetings with staff and at our half termly SEN coffee mornings. The website has been shared with staff at staff meetings to enhance their knowledge of what is available. At a recent parents survey only 16.7% of parents of SEN pupils said they had not looked at the information on the website</p>
<p>3) Reduce potential bullying of pupils with SEND through promoting a culture of unacceptability.</p>	<p>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 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>	<p>SENCO/ charities/ PHSE co-ordinator/SLT/ staff</p>	<p>Cost - £200? Per session</p>	<p>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.</p>	<p>We have delivered through our PHSE, assembly work and anti-bullying week the message that bullying because of difference is unacceptable.</p> <p>An outside speaker from Tune into ASD delivered a powerful special assembly to years 2-6 on "Difference is our strength"</p> <p>A parent survey in July 2024 showed that now 16.7% of parents believed their children has been bullied because of their SEN. 34.6% answered "yes" to the same question in this school last year and so this shows a good reduction (halved the amount)</p>

<p>4) Access to training for staff on understanding and negotiating the world from the neurodiverse viewpoint</p> <p>5) Consultation of SEN pupils on extra-curricular activities to be able to better understand any possible barriers to SEN pupils attending.</p>	<p>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.</p> <p>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?</p>	<p>Whole staff</p> <p>SENCO/ PE co-ordinators/ art co-ordinator/ music co-ordinator/ admin staff</p>	<p>Time for staff to complete pupil voice</p>	<p>Better awareness of difficulties experienced, and practical solutions shared.</p> <p>Better understanding of the relationship our SEN pupils have with extra-curricular activities.</p>	<p>The Anti Bullying Alliance (a key charity in this field) still reports 36% of pupils with SEND are bullied nationally compared to 25% of those without SEND) Our value of 16.7% is below both values thankfully.</p> <p>We aim to continue to challenge bullying based on SEN until the current level of 16.7% is in turn diminished too.</p> <p>Whole staff training on ASD was delivered to staff in the autumn term and training for staff who work with key children was delivered as available (for example a course on working with pupils with communication needs/ ASD in EYFS;</p> <p>Opportunities have been targeted towards SEND pupils (eg history club- but no takers) We should consider if SEND pupils actually want clubs as much as we think or if they prefer down time at lunch with their friends and afterschool.</p>
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