



## Jerry Clay Academy Subject Leader Action Plan

<b>Subject:</b> SEND	<b>Leader:</b> T Palin	<b>Date:</b> October 2021
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### Target 1

Leadership and Management

1a. Ensure all Leaders are developed fully as leaders of learning so that Leadership and Management is judged as Outstanding at all levels.

1b. Strengthen Subject leadership further, adopt a scholarly approach (through deepening our knowledge of research) so that children achieve excellent outcomes across the whole curriculum.

1c. Further Strengthen leadership of the curriculum to ensure links are made across subjects, across the whole curriculum.

1d. Development of the JCA website to exemplify the excellence across our curriculum.

1e. Develop a wellbeing charter for staff and pupils so that the whole community is supported as secure and happy learners.

### What will success look like?

- Children are given the opportunity to review all their subjects & subject leaders are listening and reacting to the changes that need to be made
- SLT are all individually are mission aligned with what they need to achieve
- SLT can deliver impact reports on their individual projects to the Trustee Board
- TP - Curriculum LTP for the whole school shows our the golden thread of progression including links across subjects & where knowledge is revisited for memory retention.
- JK – The Jerry Clay Way Teaching and Learning document updated and developed and its impact on children knowing more and remembering more.
- Time spent in research feeds into the subject leader's own expertise and is used to empower others. This impacts on children's subject knowledge and leads to excellent outcomes.
- Long term plan in place for the curriculum for the whole school, including links across subjects & where knowledge is revisited for memory retention.
- Staff and children make links between learning allowing them to learn more and remember more.
- RSE curriculum has been developed so that it demonstrates where the links are across subjects
- Monitoring by subject leaders identifies strengths and next steps.
- Impact can be seen across the school in book scrutiny.
- Action plans are re-developed reacting to deep dives.
- Teachers are supported by incremental coaching from subject leads to further improve practice.

	<ul style="list-style-type: none"> <li>Children, parents and the wider community feel pride in the excellence in learning across the academy and use the website as a resource to celebrate their success and explore their learning further.</li> <li>Pupils and staff regularly consider the importance of wellbeing and how to take care of their own wellbeing. The school community supports each other. Aspects of school life have been audited to ensure wellbeing is prioritised and workload addressed.</li> </ul>			
Action	Who?	When?	Resource	✓
Book monitoring of SEN children	TP	Autumn onwards		
Assessment Tracker to be established	TP	Ready for Spring term		
Provision map data tracking to move from annually to termly for more rigorous tracking	TP	Autumn onwards.		
Update policies to reflect current practice in school.	TP	Autumn onwards		
Ensure any training needs are acted upon, particularly focusing on the children who have 1:1 support.	TP	Ongoing	Cost of any training needs.	
SENCO to sign up to NASEN website to ensure the most up-to-date training for himself and LSAs.	TP	Spring term		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b> To look at assessment data where relevant To compare next steps with next steps from the previous yearly cycle of monitoring Monitor teaching standards in observations/drop-ins Monitor standards in data over the course of the year.				

<b>Target 2</b> Quality of Education <ul style="list-style-type: none"> <li>• 2a Development of Jerry Clay Teaching and Learning practices so that Teaching and Learning is outstanding</li> <li>• 2b Develop Reading for pleasure across the whole school so that it is a beacon of excellence.</li> <li>• 2c Develop our cultural capital offer - reflect on what we do, refine and introduce the 'Pupil JCA Enrichment Journey'</li> <li>• 2d Further develop assessment methods for all subjects, ensuring they efficiently capture what children know, remember and can do and are used to plan their next steps</li> <li>• 2e Ensure RSE is fully integrated in PSHE and mapped out across the curriculum</li> </ul>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• Teachers will feel inspired and supported to continually move teaching and learning forward. A range of retrieval practices are researched, developed and in use and staff evaluate their effectiveness and impact.</li> <li>• Subject leaders drive improvements in their subject areas, supporting their colleagues with incremental coaching so that teaching reflects current best practices and learning is outstanding</li> <li>• Staff have excellent knowledge of children's literature.</li> <li>• All children are inspired to love reading, exploring their reader identity and allowing them to become fluent and skilled readers.</li> <li>• Awareness of Jerry Clay's holistic education and the experiences we provide children heighten so that they feel inspired and enthused and are well prepared for exciting opportunities in their future lives.</li> </ul>			
Action	Who?	When?	Resource	✓
Ensure that any information provided by any professionals is followed and logged onto CPOMS and the appropriate SEND file.	TP	Autumn onwards		
Book monitoring of SEN children	TP	Autumn onwards		
Assessment Tracker to be established	TP	Ready for Spring term		
Assess staff's CPD needs so that we can adapt our curriculum to the needs of all children.	TP	Autumn onwards		
Provision map data tracking to move from annually to termly for more rigorous tracking	TP	Autumn onwards.		
Ensure all children on the SEN register are a focal point of the learning conversations in all classes and are referred to in data reports.	TP	Autumn onwards.		
SENCO to complete drop ins ensuring provision for SEN children is accurate as per OPPs.	TP	Autumn onwards		

Intervention drop ins to ensure that any intervention outlined in a provision map is appropriate.	TP	Autumn onwards		
Ensure that any assessment for children with SEND is appropriate.	TP	Autumn onwards	Potential cost of updated B-Squared package.	
Establish a sufficient method (other than logs on CPOMS) for staff to be able to refer a child to the SENCO	TP	Spring term		
Re-work the process for One Page Profiles ensuring Pupil Voice is at the centre of the report. Ensure that SEN support plans are in place for all children on the SEN register.	TP/Staff when rolled out.	Spring term		
Establish more up-to-date case studies that reflect the support in place for children with SEND.	TP	Spring term		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b> To look at assessment data To compare next steps with next steps from the previous yearly cycle Monitor teaching standards in observations/drop-ins Monitor standards in data over the course of the year.				

<b>Target 3</b> Behaviour and Attitudes <ul style="list-style-type: none"> <li>3a Enable children to reengage with and develop what it is to be a Jerry Clay Learner.</li> <li>3b Continue to develop children's learning to learn behaviours and self-regulation so that they are empowered to know more and remember more.</li> </ul>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>Children are able to employ a range of strategies / thought processes and select how they will know more and remember more.</li> <li>Staff support one another in incremental coaching to refine practices allowing children to manage their own learning and explore learning creatively.</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>

Use Pupil Voice of SEND children to ensure that their voice on how they learn best is heard.	TP	Spring term		
Ensure any development of retrieval practice considers children with SEND.	TP	Autumn term onwards		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<b>Target 4</b> Personal Development <ul style="list-style-type: none"> <li>4a Develop our understanding of Diversity and Inclusion and ensure it is fully embedded across the curriculum.</li> <li>4b Ensure our children are supported to protect their own wellbeing and that of others through the development of our Wellbeing Charter</li> </ul>		<b>What will success look like?</b> <ul style="list-style-type: none"> <li>Children will constantly revisit issues of diversity and inclusion throughout the curriculum, their reading and in daily routines have a developing understanding of their importance. Staff give regular opportunities for children to explore these issues.</li> </ul>		
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Update diversity and inclusion policy to reflect up-to-date practice.	TP	Autumn term		
Use Pupil Voice of SEND children to ensure that their voice on how they learn best is heard.	TP	Spring term		
Ensure that children's knowledge of SEND is developed using teachers/pupils eg, learning a sign using Makaton.	TP	Spring term onwards (In-line with training)		
Ensure that the new PSHE Scheme of Work is delivered consistently (alongside PSHE lead) so that diversity and inclusion is taught appropriately.	TP	Autumn onwards		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b> Pupil voice Feedback from parents				

<p><b>Target 5</b> EYFS 5a. Ensure the new EYFS is implemented effectively so that our children have the best start</p> <p>5b. Heighten language development across the curriculum</p> <ul style="list-style-type: none"> <li>5c. Drive the curriculum plan ensuring tenuous links/ progression to all subjects across the whole school</li> </ul>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>Children will constantly revisit issues of diversity and inclusion throughout the curriculum, their reading and in daily routines have a developing understanding of their importance. Staff give regular opportunities for children to explore these issues.</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
See all points above appropriate to the children in EYFS with EHCPs.	TP	Ongoing		
<p><b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b> EHCPs Reports from professionals.</p>				