



Jerry Clay Academy Subject Leader Action Plan

Subject: SEND	Leader: C Elliott	Date: September 2022
----------------------	--------------------------	-----------------------------

<p>Target 1 Leadership and Management Strengthening our role as leaders of learning 1a. Adapt governance, refine leadership and work effectively under the trust umbrella of Accomplish MAT 1b. Ensure all Leaders understand how their role can have a deeper impact on learning through the development of a more meaningful monitoring cycle across the whole school, in their key stage and in their subject. Ensure all monitoring actions have impact for learners.</p>	<p>What will success look like? Short term -Governors have a microscopic strategic overview of the curriculum and holding leaders to account for the standards and performance of the academy -The curriculum lead has an established meeting routine with all subject leaders to hold them to account- there is rigour and accountability behind all of this to empower effective leadership -Leaders understand the routines and structures needed to impact swiftly on Teaching and Learning. -Monitoring is happening effectively as per calendar and incidentally Medium term -All leaders and subject leaders are confident to monitor and support across school. -Leaders and subject leaders are knowledgeable about strengths and next steps across school. They provide challenge and support through tailored coaching and staff training. Long term -Staff survey shows staff feel supported and challenged by leaders -Monitoring is effective and embedded and reveals next steps. -Leaders can articulate their knowledge of their areas. -Attainment across the school and the curriculum shows that all pupils are striving for excellence and talk about their learning showing excellent engagement and motivation.</p>			
Action	Who?	When?	Resource	
Weekly monitoring of lived experience for SEND children. Feedback to staff				
Book studies and pupil voice of SEN children	CE	Autumn onwards		
Meet weekly with 1:1 support assistants to discuss progress of children with EHCPs				
Ongoing scrutiny of Assessment Tracker	CE	Autumn onwards		
Provision map data tracking.	CE	Autumn onwards.		
Update policies to reflect current practice in school.	CE	Autumn onwards		
Ensure any training needs are acted upon, particularly focusing on the children who have 1:1 support.	CE	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.	CE	Spring term		
SEN consultant to carry out nuts and bolts review with SENDCO	CE	Autumn term	Cost of consultancy	
Carry out case study of 1:1 child in Y1	CE/TP			
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

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.
 Evidence of progress and satisfaction with lived experience of SEN children and parents


<p>Target 2 Quality of Education Ensuring our children know more, remember more and can do more in order to achieve excellent outcomes 2a Introduce incremental coaching so that teaching and learning is the best it can be for all learners. 2b Improve writing practices across the whole school, including spelling, composition and handwriting. 2c Ensure assessment for every non-core subject is clear, demonstrates impact and allows teachers to plan the next steps for their children</p>	<p>What will success look like? Short term -Increased participation in classes. -Children are challenged and empowered with effective learning -All children have the opportunity to retrieve previous learning in their lessons and connect to new learning Medium term -All learners are challenged and learn effectively and rapidly using a range of practices. -Enjoyment, participation and behaviour for learning is excellent across school. Long term -Attainment and progress is high in all key stages with a particular improvement on greater depth -Pupil voice demonstrates children are motivated and engaged and have developed excellent learner traits. - They are able to speak with confidence about their learning, how it connects to previous learning and be able to remember their new learning by explaining it clearly -Teachers will be confident and empowered in their teaching of writing with excellent resources to use. -Transcription – Spelling and Handwriting -Children develop automaticity in writing and have fluent and legible handwriting. -They have a developing knowledge bank of spelling rules and patterns which they progressively build. They can use these to tackle ambitious spellings. -Children are not limited by the transcription of their writing and are therefore more able to focus on the quality of the composition of their writing. -Children write skilfully and creatively and are able to consider audience, purpose and impact in their use of language features and vocabulary appropriate to the genre. -How will children, teachers and the school benefit? -The status and unique worth and characteristics of learning in each non-core subjects is prized across school and access to our broad and rich curriculum is preparing children for their lives ahead. -Communication between teachers about attainment in non-core subjects is strengthened to allow improved outcomes and progression over time. -Subject leadership is strengthened and can evidence and support colleagues to ensure impact on the quality of teaching and learning in their subject.</p>
--	---

Action	Who?	When?	Resource	✓
Ensure that any information provided by any professionals is followed and logged onto CPOMS and the appropriate SEND file.	CE/TP	Autumn onwards		
Book studies of SEN children	CE/TP	Autumn onwards		
Assessment Tracker to be maintained	CE	Autumn onwards		

Assess staff's CPD needs so that we can adapt our curriculum to the needs of all children.	CE/TP	Autumn onwards		
Provision map data tracking to move from annually to termly for more rigorous tracking	CE/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.	CE/TP	Autumn onwards.		
SENCO to complete drop ins ensuring provision for SEN children is accurate as per OPPs.	CE	Autumn onwards		
Intervention drop ins to ensure that any intervention outlined in a provision map is appropriate.	CE	Autumn onwards		
Ensure B Squared assessment is in use and informs provision for pupils with complex SEND needs. Set up B Squared for new pupils in Reception	CE/TP	Autumn onwards	Cost of B Squared	
Receive and action SEND referrals from staff on the SENDCO referral form	CE/TP	Autumn onwards		
Ensure SEN support places and One Page Profiles ensuring Pupil Voice are updated and provided appropriate challenge and support for all children on the SEN register.	CE/TP/Staff when rolled out.	Autumn onwards		
Establish more up-to-date case studies that reflect the support in place for children with SEND.	CE/TP	Spring term		
Evaluation (impact on learning and progress) (Who? How? Reported to?) To look at assessment data (Using new pro-forma) 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. Evidence of progress and satisfaction with lived experience of SEN children and parents				

Target 3 Personal Development -Strengthening Junior Leadership so that everything they do has impact on others. -3a Ensure all Junior Leaders have a clear project, linked to the School Development Plan which can impact change for all learners in school.	What will success look like? -Pupil voice is strong and embedded across school and children are empowered to develop the skills, competencies and characteristics that enable them to thrive in their future lives. -Junior leadership is instrumental in identifying and impacting on positive change in the academy. -Junior leaders have carried out impactful projects in school to improve teaching and learning for all children.			
	Action	Who?	When?	Resource
	Values assemblies heightening diversity and inclusion	CE/TP	Autumn term onwards	
All pupils supported to develop as leaders and to fulfill roles that have a positive impact for change in school	CE/TP	Autumn onwards		

Wide range of opportunities including pupil passport and extra-curricular activities allow pupils to develop competencies and characteristics needed to thrive in their future lives	CE/TP	Autumn onwards	Subsidise cost for some children (PP)	
Makaton tradition continues at JCA including sign of the week in assembly and makaton singing and signing	CE/JLT	Autumn onwards		
Explore next stage of Makaton training	CE/TP			
Autism Education Trust training for all teachers, TAs, lunchtime supervisors and wraparound staff.	CE	Autumn		
Evaluation (impact on learning and progress) (Who? How? Reported to?) Feedback from other schools.				

Target 4 EYFS Improve writing in the EYFS. 4a. Develop more opportunities for gross and fine motor control opportunities 4b. Provide clear models & purpose for writing 4c. Link Phonics to writing in all provision areas	What will success look like? -Children's core strength will have improved through the increased opportunities for gross motor control activities -All children will be inspired to have a go at writing due to excellent modelling of writing on display -A consistent application of phonics strategies gives the children confidence to have a go at spelling any word			
Action	Who?	When?	Resource	
Monitor provision for development of writing in EYFS	CE	Ongoing		
Weekly meetings with 1:1 support assistant reviews impact of strategies for children with SEND in EYFS and Y1	CE	Ongoing		
Evaluation (impact on learning and progress) (Who? How? Reported to?) Feedback from other schools.				