



# The Forest High School SEND Plan 20-21

In 2019-2020 the school conducted a thorough, independent review of SEND provision and processes, and will implement a series of actions in 20-21 to further improve our work with SEND students.

This plan provides an outline of those actions and should be read in conjunction with the school's Inclusion and SEND policy, and associated documentation.

These actions will be reviewed and evaluated internally at the end of Terms 2, 4 and 6, and reported on publicly at the start of the next academic year, when the next plan will be published.

## 1. Clarify the roles and responsibilities of subject teachers and learning support staff with regard to students' academic progress.

Action	Outcome	Resources	Responsibility	Timescale
CPD for staff (including LMs) on role of LM	Teachers and LMs understand the role an LM can play in the classroom	Session allocated in Monday meeting. Repeated through the year.	ARO	Sept 2020
CPD for Staff (including LMs) on strategies for academic progress for specific needs.	Teachers and LMs have an understanding of the barriers to learning for specific conditions and strategies to help reduce these.	Sessions allocated in Monday meeting. Also, shared in weekly LM meeting to share with staff during planning sessions.	ARO	Oct 2020-July 2021 Year long programme
Creation of LM timetable that is consistent and primary focus is support in class room	Teachers and LMs have a clear understanding of what support is available in lessons and can plan accordingly.	Spreadsheet and LM hours	ARO	Sept 2020

**2. Ensure that there is shared understanding of the role of learning support regarding the promotion of students' academic progress where students don't have an EHCP.**

Action	Outcome	Resources	Responsibility	Time Scale
Further reiteration of the elements Quality First Teaching in CPD.	QFT improves and allows all students to make progress.	All Monday sessions have a QFT and personalisation of learning focus.	SLT	Sept 2020-July 2021
Implement Class Charts, provide training and use within the classroom	Staff are easily able to identify students who are SEND and their provisions in the classroom and out of the classroom to promote personalisation of learning.	INSET time Class charts On-going training	ARO	Sept 2020 Throughout year
Department time for Learning Mentors and subject staff	Subject staff and LMs plan effectively together to support the learning of students	Department meeting time	ARO	Sept 2020-July 2021

**3. Ensure that the primary purpose of all interventions with students is academic progress, both in withdrawal and in-class settings.**

Action	Outcome	Resources	Responsibility	Time Scale
LMs communicate when they are taking students out of lesson for intervention and the purpose	Staff understand why students are removed from the lesson	RWI Arbor timetable Accelerated Maths	LMs	Sept 2020
LMs use data to identify progress and effectiveness of interventions	Data drives provisions, LMs change provisions if needed. Students make progress	Training on use of data	LMs	Oct 2020-July 2021
LMs supported to provide more than 'help' through LM meetings	LMs feel confident to suggest changes to lesson structure to increase personalisation.	LM meeting time	ARO	Sept 2020-July 2021

LMs communicate the successes in interventions	Increase in staff acceptance of interventions out of lesson time.	LM time	LMs	Nov 2020-July 2021
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**4. Ensure that the deployment of TAs to subject lessons is effective, and that there is sufficient collaborative planning between subject teachers and TAs.**

Action	Outcome	Resources	Responsibility	Time Scale
Joint planning time	Teaching staff and LMs know how to deploy support and the students have a personalised learning experience.	Meeting time	Teaching staff and LMs	
Timetable created	Timetable is consistent and Arbor is used, so staff know who is in their lesson and send plans		ARO	
Subject specialist LMs	LM Staff feel confident in lessons and can offer support and guidance to aid learning and progress.		ARO	Sept 2020
LM specialist training	LM Staff feel confident in lessons and can offer support and guidance to aid learning and progress	Bespoke training if needed	ARO	Oct 2020- onwards
Unwillingness to LM in lesson is tackled	LM staff feel confident that they will make best use of their time in lessons to support		ARO	Sept 2020

**5. Improve communication between LM staff and subject staff and that documents shared in school are valuable for all.**

Action	Outcome	Resources	Responsibility	Time Scale
Use of class charts	All staff can access student data easily and use it to provide personalisation	Class Charts	ARO	Sept 2020-July 2021
Provision Map	Plans are created to cover LA guidance and are easily accessible for planning	Provision Map	ARO	Sept-Oct 2020

Pupil Passports are created	Staff have a one page document to help guide the personalisation of learning	Class charts	LMs	Nov2020-Jan 2021
Reviews have a clear process to follow that is easy for teachers and LMs	Staff are not overwhelmed with reviews	None	ARO + SBR	Oct-Dec 2020

**6. Understand and act on students' experience of provision for SEND and grow students' confidence in the school's ability to help them overcome their learning difficulties.**

Action	Outcome	Resources	Responsibility	Time Scale
Use student voice to identify areas of weakness	SEND Students feel they are supported to learn in all lessons, where weaknesses are identified faculty leaders take action.	STRIDE	MCO LPL ARO	Sept 2020-July 2021
School wide focus on personalisation of learning	All staff take measures to personalise the learning experience of all students.	QA STRIDE CPD meetings Appraisals TEEP	MCO	Sept 2020-July 2021
LMs are part of the TEEP training	TEEP is embedded in the planning and delivery of lessons and all staff feel part of it.	TEEP time	VHU	Sept-Dec 2020
Support from SENCO and training coach in subjects where SEND students report a lack of personalisation	Subject staff feel confident to personalise their lessons for all students who they teach.	SENCO time Associate assistant head time	ARO VHU	Nov2020-July2021

**Limitations:** SENCo is SLT and therefore has duty commitments, which are causing difficulty for time allocation. The assistant SENCo has a high allocation of in class support and therefore isn't able to complete paperwork and observations with the regularity we would like, especially for applying for hours. The budget is tight and only allows coverage of EHCP students at present. We are using catch up funding for a fixed term LM until July 2021, who will focus on literacy and numeracy catch up, as well as support in lessons for MP and MP+ students. Several EHCP applications are being completed, which should also increase capacity. We have a volunteer LM who is with us Tuesday, Thursday and Friday for the foreseeable future (although not permanent).