



The Forest High School SEND Plan 21-22

In 2019-2020 the school conducted a thorough, independent review of SEND provision and processes, and will implement a series of actions in 21-22 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	Mid-point REVIEW	End-point Review
CPD for staff (including LMs) on role of LM	Teachers and LMs understand the role an LM can play in the classroom	Sessions continue to be allocated during Tuesday CPD meetings once every 6 weeks	ARO	Sept 2022		
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.	LM and Teacher have weekly meeting in department meetings.	ARO	Year long		
Creation of LM timetable that is consistent and primary focus is on provisions and support in the classroom	Teachers and LMs have a clear understanding of what support is available in lessons and can plan accordingly.	Spreadsheet and LM hours	ARO	Sept 2021		

Bespoke meetings with LMs to identify areas of strength	Identify the areas of strength within the department. Use them to develop a strong provision timetable.	Time with individual LMs requested	JWH and ARO	Nov 2021		
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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	Mid-point Review	End-point review
Further reiteration of the elements Quality First Teaching in CPD.	QFT improves and allows all students to make progress.	All Tuesday sessions have a QFT and personalisation of learning focus. This continues from last year.	SLT	Sept 2021- July 2022		
Class Charts, provide training and use within the classroom, extend to further support identification of problems with provisions quickly.	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. Issues with provisions are identified quickly and new provisions enacted.	INSET time Class charts On-going training	ARO	Sept 2021 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. This is now in the timetable	ARO	Sept 2021- July 2022		

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	Mid-point Review	End-point Review
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 SALT ELSA	LMs	Jan 2022		
LMs use data to identify progress and effectiveness of interventions	Data drives provisions, LMs change provisions if needed. Students make progress. Linked into Faculty meetings	Training on use of data	LMs + Teaching staff	Post mocks Nov 2021-July 2022		
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 and faculty time	ARO	Sept 2021-July 2022		
LMs communicate the successes in interventions	Increase in staff acceptance of interventions out of lesson time.	LM time and use of staff briefing, postcards home, phonecalls home etc	LMs	Dec 2021-July 2022		

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	Mid-point Review	End-point review
Joint planning time	Teaching staff and LMs know how to deploy support and the students have a personalised learning experience.	Weekly faculty 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. Subject area chosen by strength.	CPD for LMs in subject areas.	ARO	Oct 2021		
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 2021-onwards		

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	Mid-point Review	End-point review
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. Clear targets are added to plans	Provision Map	ARO	Sept-Oct 2021		
Pupil Passports are created	Staff have a one page document to help guide the personalisation of learning. These are created for the year 7 classes quickly	Class charts	LMs	Sept2021-Jan 2022		
Reviews have a clear process to follow that is easy for teachers and LMs	Staff are not overwhelmed with reviews	Inset and specific SEND planning days allocated	ARO + SBR	Sept 2021		

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	Mid-Point Review	End-point review
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 LM my plan meetings LM observations	LPL ARO VHU	Sept 2021-July 2022		
School wide focus on personalisation of learning Continues	All staff take measures to personalise the learning experience of all students.	QA STRIDE CPD meetings Appraisals TEEP	ARO	Sept 2021-July 2022		
LMs are part of the TEEP training	TEEP is embedded in the planning and delivery of lessons and all staff feel part of it. Observations happen in triads with the LMs included	TEEP time	VHU	Sept 2021-July 2022		
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. Coach identifies the need and refers	SENCO time Associate assistant head time	ARO VHU	Throughout year.		
Develop SEMH approaches to alternative curriculum	Students who are affected by SEMH have a bespoke curriculum to develop their skills and improve engagement in school	LM bespoke timetable SENCO planning Bespoke timetable Lexia	LMS ARO	Jan 2022		

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. SEND hours have been increased for September. This will allow more time for interventions to run and more support for those students on MP & MP+. We are looking at expanding our volunteer scheme to support with the literacy interventions. **Update:** LM hours are currently being reviewed. Kickstarter scheme is being used to expand support.