

SEND Development Plan

September 2021

Area	Intent	Implementation (who is responsible and what is the timeline)	Impact	Review Point
SEN student progress and Monitoring Processes	SEN department have a full understanding of overall student data.	To achieve this we will: <ul style="list-style-type: none"> • Analyse progress data for each SEN student, and cohorts after each tracking point • Analyse behaviour data for each SEN student • Analyse attendance data for each SEN student • Analyse benchmarking data for new year 10s • Analyse literacy levels for Y10 and Y11 students • Review historic SEN progress data • SENCO to report to SLT on student progress • SENCO to work alongside GW and GL to embed strategies designed at improving academic, behaviour and attendance data for SEN students 	The SEND department and UTC leadership team will have a more complete picture of SEN students. The academic, behaviour and attendance data for SEN students will improve.	
Interventions	Interventions for SEN students are well managed and effective.	To achieve this we will: <ul style="list-style-type: none"> • Decide on SEN students in need of additional intervention but looking at benchmarking results • Decide on SEN students in need of additional intervention by performing regular data analysis • Coordinate SEN interventions including the nurture group in Y10 • Review the success of SEN interventions • Contribute to CLT agenda items related to interventions 	SEN students who have been identified as in need of intervention improve their academic performance. Gaps in progress for SEN students who join the UTC with additional needs are	

			identified early closed.	
EHCP targets	Students with an EHCP receive suitable targets that effectively meet their needs.	To achieve this we will: <ul style="list-style-type: none"> • Half termly pupil pursuits for each EHCP student • Regular informal reviews of EHCP targets with parents and students • Regular formalised reviews of EHCP targets with parents and students • SENCO to lead staff CPD on strategies to teach students with an EHCP • SENCO to share key EHCP targets and strategies with teaching staff • Have a full understanding of the overall data picture of EHCP student 	The behaviour, attendance and progress data of EHCP students improves.	
Use of in school additional adults	All additional adults working with SEN students have a positive impact in their learning.	To achieve this we will: <ul style="list-style-type: none"> • Hold regular line management meetings with each additional adult • Complete DDI observations according to UTC calendar • Conduct student voice activities • Complete lesson observations 	High quality provision provided for SEN students who work with additional adults.	
External partnerships (including parents)	The SEN department communicate effectively with different UTC stakeholders.	To achieve this we will: <ul style="list-style-type: none"> • Ensure that we receive all local authority SEND updates • Create relationship with SENCO at Thomas Keeble to coach PR in the leadership responsibilities involved with being a SENCO • Conduct parent voice activity to receive feedback on SEND provision 		

SEN support and Whole class teaching	All students with SEN receive appropriate and high quality teaching and support	To achieve this we will: <ul style="list-style-type: none"> • Conduct a review of quality of T&L for SEN students • Work with SLT to put support in place for teachers who teaching of SEN needs improvement • Pupil pursuits • Share best practice observed from teachers as part of CPD 	Improved teaching of students with SEN	
Staff development	All staff receive a high level of SEN CPD.	To achieve this we will: <ul style="list-style-type: none"> • Lead CPD sessions for all teaching staff • Research relevant strategies for identified areas of SEN • Liaise with CPD lead to ensure SEN CPD slots are calendared • Monitor improvements in T&L of SEN students through pupil pursuits • Seek and analyse staff voice on SEN 	Improved teaching of students with SEN	
SEN leadership expertise	SEN leadership is strong.	To achieve this we will: <ul style="list-style-type: none"> • Create relationship with successful schools locally to discuss their approach to SEND leadership • Research relevant strategies for identified areas of SEND • Make use of NASEN to embed latest SEND research into the delivery of the curriculum across the UTC. • Work towards NASENCO award 	Increased leadership capabilities of SEND leaders.	