



Inspire Believe Achieve

# ST THOMAS CEP SCHOOL SEND ACTION PLAN 2024 -2025

CONTEXT				
% of SEND- 50/422 12% number of EHCP's 17 (4%) Number of SEND Support 33 (8%)			<b>Strengths</b> <ul style="list-style-type: none"> <li>• Early identification through Notice, Check and Try.</li> <li>• SEND takes high priority and interweaves priorities in SIP.</li> <li>• The culture and ethos of the school welcomes and engages parents of learners with SEND</li> <li>• Collaborative working across the trust.</li> <li>• Non- teaching SENDco helps raise the profile of SEND and allows for support at point of need</li> <li>• Parents speak highly of the provision offered.</li> <li>• Parents and pupils are always at the heart of decision making.</li> <li>• School works well with other professional agencies and have developed strong links.</li> <li>• Developing The Harbour to support our most complex children</li> <li>• Ofsted identified SEND as a strength of the school</li> <li>• SENco supports schools in developing their SEND offer across the LA- leading on the accreditation of the Inclusion Quality Mark.</li> </ul>	<b>Barriers</b> <ul style="list-style-type: none"> <li>• Impact of attendance, particularly with children with medical needs.</li> <li>• Lack of LA capacity to support children with a high level of need.</li> <li>• Limited support at home due to language barrier and understanding of the education system.</li> <li>• A large amount of extended holiday is taken over the year.</li> </ul>
Main categories of need	SPLD:	MLD: 4 8%		
SLCN- All children accessing SALT, WELLCOMM or have social communication/developmental global delay but have no official diagnosis of ASC	SLD:	SEMH: 6 10%		
	SLCN: 36 (72%)	HI:		
	VI:	MSI:		
	PD: 1 2%	ASD: 4 8%		
	NSA:	Medical		
Attendance of SEND	2023-24 95.5% PA 15% NA 96.2%			

**SUBJECT PRIORITY 1:** Create a positive and supportive environment for all pupils, without exception (EEF document SEN in Mainstream schools- recommendation one)

**Member of staff with overall responsibility:** Caroline Houghton

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	Review
To promote active engagement in lessons for all pupils, especially those with communication and interaction needs	<p><b>Identify communication needs:</b></p> <ul style="list-style-type: none"> <li>Understand the specific communication needs and preferences of everyone accessing the Harbour, by seeking support from SALT, outcomes in EHCP- referencing them on individual pupil profiles so all staff working with the Harbour children are aware of their communication and language needs. Develop personalised learning plans for each child if required- share with all staff</li> </ul>	CH SB Harbour staff	End of the year	PECS Support from SALT Communication boards	<p>All staff are clear as to the barriers to language for individual children.</p> <p>Staff have further clarity on how to address these needs through support from SALT</p>		
	<p><b>Use multiple methods of communication:</b></p> <ul style="list-style-type: none"> <li>Incorporate a variety of communication methods such as gestures, facial expressions, body language, pictures and symbols into the environment, to ensure all children have different ways in which to express their wants/needs</li> </ul>	CH SB Harbour staff	End of the year	PECS Widget tool maker	<p>Observations carried out by staff indicate more involvement and engagement in activities</p> <p>Children demonstrate the ability to express their wants and needs using PECS/communication boards.</p> <p>Number of times children dysregulate due to their lack of ability to communicate is reduced</p>		

	<p><b>Create opportunities for communication:</b></p> <ul style="list-style-type: none"> <li>• Provide numerous and varied opportunities for children to communicate throughout the day. This could be through structured planned activities, casual interactions or specific communication focused sessions eg SALT targets</li> <li>• Support staff across school to implement such strategies with individual pupils struggling to develop their expressive and/or receptive language.</li> </ul>	<p>CH SB Harbour staff</p>	<p>End of the year</p>	<ul style="list-style-type: none"> <li>• Workstation resources</li> <li>• Attention autism resources</li> <li>• CPD</li> <li>• Pupil profiles</li> <li>• Setting up bespoke area of the Harbour</li> </ul>	<p>Curriculum planning- focused on communication and language activities</p> <p>Regular review of targets on individual learning plans demonstrates small steps of progress</p> <p>WELLCOMM assessments and assessments from Speech therapist demonstrate positive impact on language functioning</p>		
	<p><b>Create a rich language curriculum</b></p> <ul style="list-style-type: none"> <li>• Termly and weekly plans built around developing communication and language as the main driver.</li> <li>• Ensure all Harbour staff are involved in sharing ideas and being part of the planning process</li> <li>• Ensure observations are focused around the development of speech and language and the impact on learning.</li> </ul>	<p>CH SB Harbour staff</p>	<p>End of the year</p>	<ul style="list-style-type: none"> <li>• Planned curriculum</li> <li>• Resources that support the development of speech and language eg visual aids, tactile materials, auditory supports, multisensory resources</li> </ul>	<p>Curriculum designed and developed with language and communication at the heart.</p> <p>All harbour staff feel involved in the planning process and their ideas are valued.</p> <p>Monitoring children through observations demonstrate impact on their language and communication needs</p> <p>More children are able to communicate their wants /needs through use of visuals, communication book, gestures etc.</p>		

	<p><b>Provide training and support</b></p> <ul style="list-style-type: none"> <li>Ensure that everyone involved has access to high quality CPD.</li> </ul> <ul style="list-style-type: none"> <li><b>Use of instructional coaching model to support staff in the implementation of the Harbour</b></li> </ul>	<p>CH SB Harbour staff School staff</p> <p>CH Harbour staff</p>	<p>Ongoing throughout the year</p> <p>ongoing throughout the year</p>	<ul style="list-style-type: none"> <li>Time to access and disseminate training to staff</li> </ul> <ul style="list-style-type: none"> <li>Time allocated to coaching sessions</li> <li>Regular reviews and staff feedback</li> </ul>	<p>CPD- staff development on use of MAKATON/PECS to support with visual communication.</p> <p>CPD opportunities for staff to visit other RP/specialist provisions to see a total communication environment in action and how it supports the children with communication and language needs</p> <p>Quality and effectiveness of the Harbour Provision enhanced with Outcomes for pupils improved</p> <p>Staff reviews and feedback is positive- Staff feel more empowered and knowledgeable about the teaching of children with complex needs.</p>		
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**SUBJECT PRIORITY 2: Ensure all pupils have access to high quality teaching (EEF document SEN in Mainstream schools- recommendation three)**

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	Review
To use the teaching and learning Rubric across subjects to ensure pupils with SEND have access to high quality teaching and learning	<p><b>Monitoring of SEND offers across subjects:</b></p> <ul style="list-style-type: none"> <li>• Together with subject leads monitor the offer for SEND children across subjects through drop in's, pupil voice, and book looks</li> <li>• Together with the subject leads produce a document in line with the teaching and learning Rubric of how specific subjects can be taught to ensure inclusiveness for all.</li> </ul>	<p>CH</p> <p>Subject leads</p> <p>EB- head of teaching and learning</p>	Ongoing throughout the year	<p>Time tabled monitoring sessions</p> <p>Time to meet with subject leads and develop subject specific rubric</p> <p>Time to share rubric with staff across school</p>	Staff have access to subject specific rubric that develops strategies to support the inclusion of all pupils across subjects.	<p>Aut 1- Science</p> <p>Aut 2- Geog</p> <p>Spring 1- History</p> <p>Spring 2- DT</p> <p>Summer 1- Art</p> <p>Summer 2-PE</p>	

	<p><b>Provide training and support:</b></p> <ul style="list-style-type: none"> <li>• Provide training and resources to teachers on the effective use of assistive technologies, such as text-to-speech software, screen readers, and speech recognition tools.</li> <li>• Encourage teachers to identify and utilise appropriate assistive technology tools to remove barriers and enhance access to the curriculum for pupils with specific needs.</li> </ul>	<p>CH AG- Computing lead</p>	<p>Ongoing throughout the year</p>				

