

## Mackie Hill SEND Improvement Plan March 2018

### Ofsted December 2017:

- Disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities are not making the rapid progress they need to in order to catch up with other pupils nationally or achieve well.
- Additional adults are not always used to good effect to help pupils to make the very best progress.

### SEND data ASP 2016-7:

#### Progress from KS1-2

Pupil Group	Cohort	Reading	Writing	Maths
All pupils	26	-5.07	-4.07	-4.12
No SEN	20	-4.36	-1.68	-2.98
SEN support	5	-9.12	-12.58	-8.52
Statement or EHC	1	+1.06	-9.42	-4.91

#### Pupils achieving the expected standard in reading, writing and maths at KS2

Pupil group	Reading		Writing		Maths		RWM combined	
	Mackie Hill	National	Mackie Hill	National	Mackie Hill	National	Mackie Hill	National
All pupils	50%	72%	58%	76%	46%	75%	35%	61%
No SEN	60%	80%	75%	86%	55%	83%	45%	70%
SEN support	20%	72%	0%	76%	20%	75%	0%	61%
Statement or EHC	0%	72%	0%	76%	0%	75%	0%	61%

**SEND attendance 2017-8**

Pupil group	Overall attendance			Persistent absence		
	School ASP 2017	National 2017	Year to date March'18	School ASP 2017	National 2017	Year to date March'18
<b>All pupils</b>	95.3%	96.0%	95%	12.3%	8.7%	
<b>No SEN</b>	95.6%	96.3%	95.43%	11.7%	7.3%	
<b>SEN support</b>	93.9%	94.7%		13.3%	14.4%	
<b>Statement or EHC</b>	97.2%	93.3%		0.0%	19.7%	

**Targets for current year 5 and 4 add box tyo indicate below -5**

Key Priority	Areas for development	Action	Lead	Date	Success Criteria	RAG	Impact
SEND pupils to achieve in line with pupils nationally.	Use of data to track SEND pupil progress and attainment	Use ASP 2016-7 to establish SEND baseline and set targets	CV	03/18	Achievement gap against national SEND outcomes identified and clarified for teaching and support staff		Gap closing between achievement of SEND pupils and national:  Target data for current year 5 and 4 2019
		Establish clear links between Wakefield Progress Steps and whole school data systems	CV/JE	05/18	Teaching and support staff have clear understanding of SEND assessment systems		
		Use current data collection to measure SEND progress for individual pupils and key stages	CV/CR /KH	03/18	SEND data analysed and presented to all stakeholders		
	Quality 1 <sup>st</sup> teaching and the effective	Use of SEND progress data to challenge weak classroom teaching and direction of additional adults for SEND pupils	CV/JE	03/18	Challenge and support offered to identified teachers		
		Learning strategies to support SEND pupils in the classroom provided for all teachers	CV	03/18	Bank of resources available to aid teacher planning for SEND pupils		
		Use of data by teacher to inform appropriately challenging work for SEND pupils	CV/CR /KH	03/18	Appropriate levels of challenge evidenced through quality assurance systems		
		Regular quality assurance: work scrutiny/learning walks	SLT	03/18	Programme of quality assurance in place		
		Joint training with support staff to develop the role of additional classroom support	CV	03/18	Expectations of teachers and support staff clearly understood		
	Improve attendance of SEND pupils	Tracking overall attendance and persistent absence on a weekly basis.	CV/H W	3/18	Improved attendance for all SEND pupils and identified PA.		

		Establish new systems for tracking and monitoring attendance.	CV/H W	3/18	Systems in place and evidence of impact		
Additional adults used to good effect		Develop 'Need to Know' document to ensure basic level of information provided for TAs re programmes of study	CV	19/03	Teachers completing document to provide TAs with basic information re learning topics		
		Provide planning folders for TAs to include basic information re SEND pupils: data, targets, IEPs, 'need to know', strategies for support, record keeping etc.	CV	19/18	All TAs have own planning folder with SEND pupil information and record keeping		
		Establish programme of CPD for support staff re SEND and support strategies i.e. ASD, cognition, SEMH etc.	CV	03/18	Programme in place.		
		Joint training with teachers to develop the role of additional classroom support	CV	19/03 21/03	Expectations of teachers and support staff clearly understood		
		Develop opportunities for improved communication of whole school policies and planning.	CV/ JC	03/18	TAs attend briefings/ staff meetings and training Minutes and briefing notes published for all staff		
		Use of data to identify most effective interventions	CV	03/18	Most effective interventions identified and established and appropriate training given.		
		Provision map re-structured to ensure quality classroom support for special needs pupils across all key stages.	CV	Sum mer '18	Classroom adult support refocused to maximize impact for SEND pupils across the school.		