





SEND ACTION PLAN 2022/23

**RAWMARSH ASHWOOD
PRIMARY SCHOOL**

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 01709 710847 **HEADTEACHER:** Miss Roper



Academy Name	Ashwood primary
Date Produced	September 2022 - Last update 19.9.22
Headteacher	Dawn Roper
SENCO	Kay Woodcock
AREA OF LEARNING	SEND

CONTEXT

At Ashwood School we strive to support the individual child through carefully planned provision and nurturing relationships. We aim to produce quality first teaching with a broad and balanced curriculum within an inclusive classroom. Children have personalised learning targets with an attention paid to the different learning styles within the setting. The school is committed to ensuring that all students have the best educational experience possible. We want all the students to grow into confident, caring and well-educated adults. We aim to send all young people into an ever-changing world able and qualified to play their full part in it. The foundations for this lie in the classroom. Quality first teaching is adapted and responsive teaching that will meet the individual needs of the majority of children in the classroom. It includes good planning of well-sequenced and manageable lessons and class work, coupled with effective pedagogical choices, and robust assessment for learning which was used to inform the next steps in the teaching sequence for children. Quality First Teaching aims to engage and support the learning of all children and places a strong focus on pupil participation in learning. The teaching staff work collaboratively and carefully to produce planned differentiation to match the need of the children using practical, visual, concrete resources. where concerns are raised, there is a rigorous plan, do, review cycle in plans with future developments to provide extra support to staff. Barriers to learning involve early identification and immediate action to ensure no child is left behind.

The use of statutory assessment must be implemented successfully with the collaboration of parents and outside agencies. The trust has identified that the outcomes of children with SEND required further planning and development and new support systems will be implemented over the course of the academic year of 22-23 . Carefully planned provisions for individual children are required to ensure their learning journey within school follows a progressive pathway that will be moving to Bromcom to allow for teaching and support staff to have direct access. There is a proportion of children within school who require different waves of intervention and SEND support, with a number of children with SEMH needs and on the CAMHS pathway. Children's mental health has deteriorated during the Covid 19 pandemic, therefore generating a greater strain on families and the school community. We have seen a positive impact during the last academic year in staff confidently identifying children's SEMH needs and successfully implementing the support required. The SEMH pathway continues to form a secure base for staff to follow and parents now understand who to refer to in school.

Ashwood believes that early identification is key and aims to identify children who have any difficulties as soon as possible so that appropriate support can be given. Kay Woodcock is new to post and will be training alongside taking the responsibility of SENCO. Support and experience will be supported by Liz Smith (experienced SEN and year 6 teacher)

Our trust school's community links ensure we have access to trained and experienced staff to ensure children who require high levels of emotional support receive bespoke provision to meet their needs. This academic year the trust SEMH provision will also support our most vulnerable pupils who have acute cognition and learning needs, combining nurture support with tailored learning activities planned by class teachers and implemented by the nurture team.

There continues to be a trend in high proportions of children entering school with speech, language and communication needs, therefore we continue to employ a SALT professional to work closely with children, staff and parents to ensure early screening processes can be acted on immediately. High levels of support are implemented within school by key staff to enable children to make swift progress and develop effective oracy skills. Last academic year there were a number of children from FS2 who needed speech intervention, proving that we must continue to prioritise the intervention.

SEND reviews have been held regularly with the majority of parents/carers attending these with positive parents appreciated communicated within school and welcomed home supports and structures in place to meet their child's needs accompanied by designated SEND governor.

PRIORITIES	SUCCESS CRITERIA
<ul style="list-style-type: none"> ● New to role Kay Woodcock – Training and support working closely with the Dawn Roper (head) Carol Sharp (Safeguarding) and Elizabeth Smith (Y6 - SEN Support) ● New consistent documentation implemented from the trust. 	<ul style="list-style-type: none"> ● We will have a new SENDCO who is in school full time in order to support staff in meeting the needs of the pupils and support parents/carers around these needs. ● Implement and share new documentation with staff. Templates – questioning forms for chn/ parents / use of profiles brom com linked . Cpoms recording of concerns linked to SEND – all in the same place.

<ul style="list-style-type: none"> ● Focus on children’s SEMH needs within school and allocate tailored support using the SEMH pathway with the support of parents. ● Provide early intervention and robust support in children’s speech and language needs within EYFS and KS1. ● Continue to develop a whole school approach in providing robust and effective interventions for children with SEND. Use Snap to support. ● Provide CPD opportunities for staff new to school to ensure they are confident in identifying, understanding and supporting the needs of children with SEND. 	<p>Staff in school now feel confident in identifying children’s SEMH needs, actioning the correct support and signposting to outside agencies if required. Parents will have a greater understanding of how best to support their children’s SEMH needs at home and work collaboratively with school and outside agencies. Assessments and reviews completed by the ELSA practitioner will ensure progress is monitored and next steps implemented. This will result in the number of children identified with SEMH needs in school to be reduced.</p> <p>Key staff are trained in assessing language delay and will work closely with the SALT professional to ensure swift progress. The F1 team will assess children on entry and implement actions immediately, they will follow the SALT pathway of support. The allocated SALT TA will work closely with the SENDCO, F1 team and SALT professional to review individual children’s progress.</p> <p>Continue to embed intervention programs to ensure that children are assessed, tracked and make good levels of progress within their learning. TA’s will feel confident in leading on interventions, working collaboratively with teachers to continue the plan, do, review cycle in line with the SEND Code of Practice. Maths and literacy leaders will support the SEND team and TA’s to evaluate progress.</p> <p>New staff will be effective in the early identification of children’s needs and successfully build provision within the classroom to meet those needs and follow a set referral process to outside agencies when required. The bank of resources and information on the SEND drive will continue to be updated to ensure children with SEND achieve the best outcomes.</p>
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<ul style="list-style-type: none"> ● Continue to develop individual children's needs through effective support plans and the referral for EHCP's. ● Continue to develop effective relationships with parents to ensure all children's needs are met successfully. Snap to support ● Further develop community relationships with parents 	<p>The use of the EHCP within the SEND procedures in school and direct timelines will continue to be in place to ensure reviews are kept to the strict timescales identified by the LA. Termly meeting with SLT will ensure that children who present extremely vulnerable are given priority for the statutory assessment process. Monthly meetings with SENDCo lead to the trust to be arranged.</p> <p>Collaborative relationships between school and parents/carers will drive the progress of children with SEND.(loose lips parent meetings) Parents/carers will be fully immersed in the assessment and referral process and additionally have the skill set to support their children's needs at home. Opportunities to meet and discuss issues with peers and professionals will be offered on a half termly basis during a group setting.</p> <p>Develop friends of Ashwood group with links with Governors to engage parents more in school life – peer support opportunities held in school for parents of children with SEND / wave interventions etc</p>
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ACTIONS	TIMELINE	IMPACT AND SUSTAINABILITY
<p>New to Role Kay Woodcock</p> <p>Kay Woodcock to become accustomed to the role and children within the setting. Systems and procedures are still in their infancy as Becky Breedon (Previous SENDCO) only took on this role from the summer term.</p> <p>There needs to be a clear SEND agenda mapped out within the monitoring and evaluation calendar and SEND pupils need</p>	<p>September 22</p>	<p>Loose lips Parent meeting Booked 20th September 22</p> <p>Children files moved to google drive for staff to access</p> <p>CPD staff meeting booked in week 3</p> <p>Cpoms - to record any SEN conversations with parents</p>

to have a focus in drop ins/observations and work scrutiny.

SEND handbook to be shared again with new staff along with a tool kit for each area of need to ensure that staff can approach quality first teaching appropriately – introducing the can-do statements to support vocabulary is consistent. Clear expectations shared of all staff of the SENCO process
https://docs.google.com/presentation/d/1oY8p_2zpVsBfPBLD_bom0Guv4L1tAmpm/e/dit?usp=sharing&ouid=103295022725714125948&rtpof=true&sd=true

Time table of the SENCO year shared with staff -
https://docs.google.com/document/d/1oMvPF-mQXEcnjRIMa_RipnKVXz3VF_rg/edit?usp=sharing&ouid=103295022725714125948&rtpof=true&sd=true

SEND meeting room adapted to ensure families feel welcomed and relaxed – not formal.

New provision mapping introduced. Excel – highlights the need for extra support etc with clear Wave 1-3 expectations logged – Trust

Staff meeting week 3 SENDO opening -

Future staff meeting agendas.
Alex Gill coming in to secure a quality first teaching message. (oct 22)

Future input could be
Snap - trust assessment support
EHCP processes,
Smart target planning,
Monitoring and evaluation
Co Production and importance of gathering views of all

Staff meeting week 3 SENDO opening

Staff meeting week 3
Future staff meeting agendas.

<p>wide quality assurance of interventions being used / recommended</p> <p>New structures from the trust to be shared and implemented. The use of Bromcom for recording profiles and communication logs. Snap intervention resources shared with staff and implemented.</p> <p>SEND support plan documentation at wave 2</p>		<p>Alex Gill coming in to secure a quality first teaching message. (oct 22)</p> <p>Future input could be Snap - trust assessment support EHCP processes, Smart target planning, Monitoring and evaluation Co Production and importance of gathering views of all</p> <p>Trust wide provision map - google drive - Completed ny staff by 5th Oct 22</p> <p>Shared at staff meeting Week 3</p>
<p>For children with a Support Plan or EHCP to access provision that is specific to their needs by a specialist team in school to ensure effective progress is made.</p> <p>Working closely with Dawn Roper Liz Smith (y6) and Carol Sharp</p>	<p>Monitored throughout the year</p>	<p>Implementation of the HUB (Rotherham)</p>
<p>Implementation of learning hubs/ groups (friends of Ashwood) for parents to access support systems from each other with access to other professionals - Me in Mind Practitioners or other professionals to develop an understanding on how to support their child's SEMH/learning needs.</p>		<p>Loose lips parent meeting - week 3 20th september - agenda meet and greet</p>
<p>Staff to implement new assessment using Snap – to group interventions accordingly to ensure the most impact</p>		<p>Intro to snap week 3 staff meeting Future staff meeting agendas. Alex Gill coming in to secure a quality first teaching message. (oct 22)</p>

		<p>Future input could be</p> <ul style="list-style-type: none"> Snap - trust assessment support EHCP processes, Smart target planning, Monitoring and evaluation Coproduction and importance of gathering views of all
Staff to use Can do statements when working with wave and SEND interventions		
On entry to school assess children's speech and language development and implement plans collaboratively with SALT professional and parents to ensure rapid progress.		
Identify staff who are new to school training needs, source and provide the training required to support all SEND areas.	Autumn term 2021- Spring term 2023	<p>Quality first teaching Alex Gill OCT 22 CPD meeting</p> <p>Emotional coaching training – social and emotional strategies (some of the new Y4 children have been identified would benefit from this area of support) – Ed Phsy</p> <p>Precision teaching training – phonemes support and spelling patterns - Ed Pshy</p> <p>Snap Training – Trust</p> <p>Maths quality interventions need further investigation – Look into the Number box resources - https://www.fiveminutebox.co.uk/product/the-five-minute-number-box/</p> <p>Training with Can do statements – CPD whole school. There is a need for adaptation for Primary and lower key stages. Fill in as plan do review cycle and use the can do statements.</p>

Continue to implement intervention programs that assess, track and move forward children's learning effectively.	Autumn term 2022	
Organising drop ins for staff on different areas of SEN.Fill out a questionnaire at the start of the year and end of the year. Supporting the knowledge of new and old staff to identify the best need of CPD progression for Ashwood staff. Ensuring that if is misunderstood this can be addressed over the annum.	Autumn 1 22 Summer 1 23	
The SENCO will continue to access the EHCP Hub training and implement the timeframes identified effectively to ensure the statutory assessment process is robust.	Autumn term 2021.	
		Can do development planned for the next phase will look at a similar way of supporting tackling behaviour. Small measurable targets – Eg attend class and make one positive contribution. – to then attend make one positive contribution in maths and English – small chips. Teachers and pastoral care use these small can-do targets that can reward success – small steps. Small progress is then being recorded and logged. ' Maslow needs to be met before any blooms!' Review of teaching adaptations to meet children's needs