

LILY LANE PRIMARY SCHOOL VISION: SUPPORTIVE:KIND:INSPIRING:DETERMINED:UNIQUE

Our vision is to provide an **inspiring** curriculum that will engage all learners to be successful and proud within their learning at school and beyond. We recognise that our community is diverse and **unique** and we will nurture and celebrate this so that children, staff and families feel proud. With our words and actions we will be **determined** to strive for excellence for our children and their community. By ensuring **support and kindness** for all we will flourish and grow.

KEY PRIORITY 5: Inclusion for all

Within the framework of provision maps, we will increase staff confidence, subject knowledge and accountability for providing an inclusive education for all children within their care.

***Ofsted recommendation:** Leaders' expectations for pupils with SEND need to increase.*

Children need to be taught by staff who have been trained to meet their needs sufficiently well. Achievement for pupils with SEND needs to improve.

Leaders must ensure that all pupils with SEND are taught by teachers who are sufficiently trained to meet complex needs and make appropriate adaptations to the delivery of the curriculum.

Intentions:**5.1 SEND Review**

1. Implementation of recommendations
2. Succession plan and capacity for succession

5.2 Strategic leadership of SEND

1. SEND team established and roles
2. Inclusion for all SEND in the mainstream classroom
3. Universal plan for all classes

5.3 Systems and processes

1. Cause for concern forms brought in for staff to highlight issues
2. Assessment and monitoring systems in place

5.4 Quality First Teaching

1. All children have access to high quality first teaching
2. All staff have a universal provision within their own classroom
3. All staff feel supported in providing high quality class teachers

Ofsted Link: Quality of education, Behaviours and attitudes, Leadership and Management, Early Year

Success Criteria:**5.1 SEND Review**

1. All recommendations are addressed and RAG rated
2. New SENCO in role
3. Lily Pad classes in place
4. SEND children supported across

5.2 Strategic leadership of SEND

1. All roles clearly defined
2. All children have access to their classroom and the full curriculum
3. Quality first teaching includes SEND universal provision in class
4. SENDCO in role
5. SEND children who are working well below their age group are assessed using Solar
6. Monitoring visits and book looks show provision in class is suitable
7. Pupil progress meetings are in place to show progression for all SEND pupils
8. Lily Pad provision revised and justified
9. Support from SEND team for coverage of intervention recommendations from outside agencies

5.3 Systems and processes

1. Referral Forms renamed cause for concern forms and distributed to staff
2. Back to basics – processes are
3. Watch list created of children who are not on the SEND list but do need support for a short period
4. SEND profile
5. One page profile of SEND pupils in classes
6. IEPs in place for all SEND children who are working with a different level of need
7. Edukey purchased and in place
8. Solar purchased and set up for the SEND children who need it
9. Assessment programmes identified and used for all SEND pupils

5.4 Quality First Teaching

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1. Assessment and achievement for SEND pupils (SO/MH/SEND team)
2. Evidence of progress for all SEND children
3. Appropriate interventions in place
4. Risk assessments completed for all high risk individuals
5. Timetables set up for interventions
6. Provision maps created for all children in class
7. Supporting staff to develop a more inclusive classroom (SO/SS/SLT)
8. Plan B in place and fit for purpose
9. Adaptation of curriculum for all children including SEND

Small steps action plan

Aims/Intentions	Current in place	Actions – next steps
<ul style="list-style-type: none"> Establish a SEND team, including Inclusion Lead, qualified SENCO, Assistant SENCO (as a minimum.) 	<p>Currently have DHT inclusion lead and teacher extending hours to train as SENDCO in January (Callan Sutcliffe) . Assistant SENCO (Margaret High) Team still in transition.</p>	<p>16th Dec: To explore the options for creating a fuller, more permanent team. (CLIC Trust and possible MF input) supported by 2 days a week from an SEND lead teacher Find a permanent solution for current supply T from Rainbow room.</p>
<ul style="list-style-type: none"> Identify clear responsibilities for each member of the SEND team. Share these with staff and parents so that it is clear who is doing what. 	<p>Roles and responsibilities - are divided across roles (MH, DHT and SEN T) Staff know who to contact for external agencies, parents and staff. Staff beginning to use the process rather than just contact leaders.</p>	<p>By 16th Dec: Sharing roles and responsibilities is not appropriate yet until the fuller team are in place. See above for a more permanent solution.</p>
<ul style="list-style-type: none"> If a full-time SENCO is not possible, redistribute leadership roles so that the DHT for Inclusion is able to focus solely on SEND. 	<p>Redistributing roles and expanding the safeguarding roles to enable more work on SEND for DHT E.g. attendance and EHCP paperwork and process have both been distributed.</p>	<p>See above for a more permanent solution.</p>
<ul style="list-style-type: none"> Quality assure the work of the SENCO / Assistant SENCO regularly. Ensure there is senior leadership oversight of all decision-making. 	<p>ONE ED support for quality assurance and support in school and in place. Clarity on what teachers need ongoing support is now – ECTs, staff member who is getting additional support and teachers who have requested. DHT oversight – shared with executive head</p>	<p>Further 6 days from One Ed: targeted support January 3rd: Use of Edukey – to be rolled out to all and will support all staff in setting of PDR targets for children</p>
<ul style="list-style-type: none"> Consider succession planning for SEND. Identify a teacher to start training up as a possible future SENCO. 	<p>Callan Sutcliffe to go full time in January - looking to complete NASENCO</p>	<p>Identify course and begin process of application.</p>
<ul style="list-style-type: none"> Work with staff, parents and members of the IEB to agree a vision for the education of all pupils, including those with SEND 	<p>Revised vision has been created and is included in the SEND policy. Planning for this provision has developed through this term, in response to children’s needs, what is working and being in a temporary SEND staffing structure.</p>	<p>15th December: share with IEB January 3rd: Communicate to all staff in January: the vision for SEND across school, provision and QFT.</p>
<ul style="list-style-type: none"> Prioritise SEND training for staff to focus on inclusive practice in the mainstream (initially) and then specific need training. 	<p>SEND training from One Education on SEND delivery in class</p>	<p>January 3rd: Edukey sharing Training plan to be developed with the support of CLIC – to focus on QFT to meet varying needs. Other</p>

	<p>QFT CPD available for teaching staff to complete on line.</p> <p>2x TA sessions on supporting PDRs in class and their role in delivering QFT for children with SEND</p> <p>SaLT Training on speech and language communication for staff (2 lots delivered) - visual communication within the classroom, speech sound development.</p> <p>Majority of staff accessed. Evidence of visual strategies being in place, use of Widgets is beginning to grow, lots of staff accessing. Increased knowledge to improve support for RWInc.</p> <p>ELKLAN training in process for a targeted member of SEND team.</p>	<p>subjects for CPD to include: Autism Awareness, Trauma informed practice, Developing Precision Teaching as an intervention: SEN Teacher and Assistant SENDCo to support Consider next steps for ELKLAN.</p>
<ul style="list-style-type: none"> Identify appraisal targets for phase leads linked to roll-out of this training across the whole school. 	<p>Whole school pupil targets for appraisals includes a target focused on supporting children with SEND in the classroom. This is in place for all teachers.</p>	<p>25th January and in Summer 1 tbc: monitor appraisal targets through the appraisal process and appraisal team meetings</p>
<ul style="list-style-type: none"> Create opportunities for shared planning / peer observations so that staff can support each other to make adaptations for pupils with SEND. 	<p>Drop in sessions for staff set up with One ed SEND calendar drop in session for SEND team to support staff</p>	<p>Reviews built in termly across the SEND calendar for whole school SEND list and consult with class teachers.</p> <p>This is an area that will be planned for using the SEND 2 day support from CLIC</p>
<ul style="list-style-type: none"> Work with Outreach teams to develop provision. Review implementation of all recommendations in classrooms regularly. If teachers are not following advice, why not? Take appropriate action. 	<p>External support and advice from: Bridgelea, Prospect House, Rodney House and Camberwell Park. This has informed risk assessment processes and strategies to deal with high needs for individuals.</p> <p>Rodney House applications to be completed by the end of this term. Parental consent and TAC meetings have taken place for EYFS pupils for first time.</p> <p>Teachers responsibility for SEND in class has increased from the starting point. Evidence of impact has been seen through Drop-ins, children being able to manage and be included (At least 10 children are now accessing a greater level of inclusion and success)</p> <p>Teachers are now taking a much greater level of responsibility for the children with SEND in their class, including liaising with SEND provision.</p> <p>Quality first teaching training</p> <p>Widget installed for uniformity in classroom signs</p>	<p>Targeted support for PDRs through One Ed and CLIC SEND Lead Teacher time</p> <p>Use of Edukey to support the PDR processes</p> <p>Working with TAs to identify spaces in timetables for further PDR work – this will be planned after Pupil Progress, informing provision maps</p> <p>Continue with Rodney House input and create a plan for the support that will be possible when funding starts to come in.</p> <p>Review SALT input and look at possible additional alternatives (EYFS)</p>

	Expectations of staff to have list of things available in all classes to support SEND children	
<ul style="list-style-type: none"> Devise a monitoring and evaluation cycle for SEND to include: SENCO involvement in pupil progress meetings and regular shadowing of pupils with SEND / work scrutiny / pupil discussions to identify if and how their needs are being met. 	Calendar set up for the year - including reviews, pathway steps	<ul style="list-style-type: none"> -Attend pupil progress meetings: DHT for Inclusion and SEND team to target year group: Year 3, Year 6, Year 1 - review calendar process and impact through the year
<ul style="list-style-type: none"> Appoint a member of the IEB to take on responsibility for SEND. Schedule half-termly meetings with this individual to review progress against the SDP along with any monitoring that has taken place. 	Not done yet – brought up at IEB meeting November	Dec 15, IEB meeting: identify an SEND Governor
<ul style="list-style-type: none"> Identify the small minority of pupils who require a significantly adapted / personalised approach to the curriculum. Plan for these pupils to work full-time in the Lily pad (Initially! The aspiration should be for them to reintegrate into a mainstream class wherever possible.) Include parents in discussions and planning 	<p>Tier 4: Small minority of ch with highly complex needs and little to no communication: 4 children are accessing Rainbow room FT to meet their need with a class teacher, following the EYFS curriculum. Trouble recruiting permanently to this role.</p> <p>Tier 3: High needs SEND who either have an EHCP or are on the EHCP pathway (working well below their phase): Intensive, targeted interventions support: either Lily Lodge (currently for 11 children who are accessing intensive group support for English and Maths) or other bespoke interventions for SEMH, SLCN and Cognition.</p> <p>Tier 2: QFT support for children with identified SEND, needs met within the classroom and within class and year group interventions</p> <p>Tier 1: QFT</p> <p>Numbers of children accessing each Tier.</p> <p>Parents meeting and communication has been part of the ongoing work</p>	<p>Dec 22: Review the SEN list again and make changes</p> <p>Allocate children again to tiered provision: dependent on level of need.</p> <p>Outreach support for children who are experiencing difficulties with current provision for highly complex needs.</p> <p>IEB support for ongoing pressures for further high need incoming children.</p>
<ul style="list-style-type: none"> Develop a broad / balanced curriculum (all NC subjects) for these pupils that is ambitious and meets their needs. Incorporate targets and recommendations from specialists into this curriculum. 	EYFS curriculum to be followed for the Rainbow Room – teacher to plan and deliver in the Rainbow Room – help from EYFS lead to follow planning. Planning across all aspects of the curriculum.	Outreach support for children who are experiencing difficulties with current provision for highly complex needs.

	Targets from external agencies/EHCP to be used for these children	Support staff with continual risk assessment reviews due to the nature of working with children with highly complex needs. Take steps to maintain placements whilst keeping other children safe, working with the SEN casework service.
<ul style="list-style-type: none"> Ensure that a suitably qualified teacher is charged with the learning / development of pupils in the lily pad 	Have had three teachers so far but now looking again for right member of staff for the Rainbow Room	16 th Dec: To explore the options for creating a fuller, more permanent team. (CLIC Trust and possible MF input) supported by 2 days a week from an SEND lead teacher Find a permanent solution for current supply T from Rainbow room.
<ul style="list-style-type: none"> Incorporate pedagogical approaches appropriate to the needs of the pupils, e.g. an EYFS continuous provision approach? Sensory diet? Social and interaction modelling? 	Agreed to cover the EYFS for children within the provision. This includes sensory approaches. Input around support for SLCN through workshops	Continue to review the provision for this group. Seek out access to OT support for proprioceptive practice and training.
<ul style="list-style-type: none"> Where possible, provide opportunities for pupils in the lily pad to spend time with their peers, e.g. during social times, trips / experiences. 	Timetables developed for children in provision work to include with their class as far as possible. Evidence of this working includes: children being included in golden time, assemblies, performances, Parents Evenings, trips etc	Continue to ensure this happens. At end of year: include expectations for transition support and information to new teachers includes what children can access successfully.
<ul style="list-style-type: none"> Develop regular, clear channels of communication from school to parents, senior leaders to staff. Tell them what is happening in the school and why changes are needed. 	Letters sent out and meetings with parents scheduled and have happened. School parent development team Regular inputs at staff and TA meetings.	Communication with parents to be developed further. Internal systems to record interactions with parents should all go through CPOMS to keep a chronological record. Staff training CPOMS use.
<ul style="list-style-type: none"> Develop a Cause for Concern form for staff to capture EMERGING concerns about a pupil (needs, what support has been provided already / what impact this has had, parents' views, etc.) Develop a graduated response for parents to raise concerns, i.e. speak to class teacher first,... 	Cause for Concern form and process now developed but needs embedding for practice. Now in place, being used, asks staff for what they have done in the past and what current support/strategies that they are using.	SEND communication to be shared with parents in order to receive the correct level of support: Class teacher initially then SEND team and then SENDCO. Work with external agencies should be highlighted so parents aware of where else to get support outside of school.

<ul style="list-style-type: none"> Change the language used with all stakeholders, e.g. 'emerging concerns' instead of 'referrals'; 'adaptations / scaffold learning' rather than 'differentiation'. 	<p>Referral form renamed Cause for Concern sheet.</p> <p>Staff supported using scaffolding and adaptations in class rather than differentiation.</p>	<p>Continue to remind staff of language used and build into any conversations around teaching and learning</p>
<ul style="list-style-type: none"> Implement a process whereby Cause for Concern forms are reviewed by the SENCO to determine next steps. 	<p>Cause for concern sheets set up</p> <p>Cause for Concern forms reviewed by SEND team as they arrive and support and suggestions offered to the class teachers.</p>	<p>Review process in place and is managed by a combination of DHT, Assistant SENDCo and SEN Teacher. This team work closely together but next step is for this team to have a weekly set meeting for reviewing Cause for Concern forms.</p>
<ul style="list-style-type: none"> Create a 'Watchlist' for cases where pupils' difficulties may be SEND-related or maybe a result of some other factor, e.g. poor attendance, disrupted home life, a lack of experiences during the pandemic, poor quality-first teaching, etc. Put additional support in place for these pupils and / or complete further assessment. Review in 6 weeks – determine whether to continue to monitor or place on the SEND register. Share with parents 	<p>Additional support in place for some watchlist pupils – longer term plans to be looked at once work completed with these children.</p> <p>Weekly safeguarding and attendance meetings include this focus. Awareness of each child's demographics is added to the Watch-list work.</p>	<p>See above: review of forms needs to move from as needed to a set weekly meet.</p>
<ul style="list-style-type: none"> If a decision is made to put a pupil on the SEND register, ensure that needs are correctly identified and coded correctly (SEMH, SLC, SplD, etc.) Include parents in the discussion and planning Check that the school's MIS is up-to-date and that SEND information is accurate. 	<p>Pupil register set up and reviewed – need to place next review in calendar</p>	<p>Edukey to be put into place as a one-stop system for recording for SEND needs. From January 23. This will link to SIMs and children's individual records.</p>
<ul style="list-style-type: none"> Review current SEND register. Do all pupils identified as needing SEN Support definitely have SEND? Have their needs been correctly identified? (remembering that some behaviours are not necessarily an SEMH need; they could be unmet communication needs.) 	<p>This is being built into the school calendar to regularly review</p>	<p>Review of SEN register following each pupil progress meeting in the year.</p> <p>Once a term review – in light of new intake of pupils during each term.</p>
<ul style="list-style-type: none"> Create About Me (Pupil Passports) documents for all pupils on the SEND register to clearly capture their needs, what works well, what doesn't work well, programmes / interventions they are currently accessing, which professionals are involved, parental views, outcomes of reviews, etc. 	<p>Awaiting Edukey set up to implement.</p>	<p>To be done through Edukey – Pupil Passports produced for all SEND pupils. Stored in the Edukey cloud storage.</p>
<ul style="list-style-type: none"> Develop a timetable of termly (at least) reviews for every pupil on the SEND register (involving parents). Low-level SEN Support led by class teachers? (released from class during the school day.) High- 	<p>Calendar set up – need to implement as far as possible This term's PDRs are in place. Process of Assess, Plan, Do and Review to go through Edukey from January onwards.</p>	<p>Edukey (introduced to staff on 3rd January) to be available for staff to complete PDRs and Pupil passports for SEND pupils.</p>

<ul style="list-style-type: none"> level SEN Support / EHCPs led by SENCO (with the class teacher also in attendance?) Class teachers to create and keep up to date – Pupil Passports for each child in their class on the SEND register. 		SEND pupils report permissions to be given to TA staff who work with individuals within the year group. Year team leaders to release staff as necessary for reviews.
<ul style="list-style-type: none"> Following each review, SENCO to work with the class teacher to determine next steps – Continue with existing support? Amend support / Implement an alternative programme? Refer to in-school SALT? Refer externally? Escalate to high-need? Assess Plan Do Review cycle 	Review to be expanded for all SEND children in class.	Review processes will be in place following the SEND calendar and pupil progress meetings
<ul style="list-style-type: none"> Implement an electronic system to store all documentation / reports for individual pupils with SEND so that staff working with them can access this and know how to support them. 	Steps taken to access an online platform for this work.	Edukey to be used from January 2023.
<ul style="list-style-type: none"> Monitor implementation of support during other M&E activities, e.g. lesson observations, pupil progress meetings. 	Planned – some observations complete Drop-ins for behaviour support completed across school, including a focus on support given in-class for children with SEND. Feedback on this via Phase Leaders and YTLs.	Regular drop ins scheduled with class teachers either as requested for support or as part of overall monitoring. To always include SEND in any drop ins from all staff monitoring teaching and learning across school.
<ul style="list-style-type: none"> Develop a curriculum in all subjects that identifies the knowledge that pupils will learn and when and how this build towards agreed end points. (See Quality of Education action plan.) 	Plan Bee used – adaptations in place – need to look at the adaptability	Humanities book look in Dec 22, include a focus on children with SEN in this so an initial adaptation view can be gathered.
<ul style="list-style-type: none"> During development of the curriculum, identify barriers that may prevent pupils with SEND from accessing the content / activities, so that these can be considered and planned for. 	Barriers for children needed on planning	Teachers to be given the QFT checklist at staff meeting on Tuesday 13 th Dec. Follow staff meeting on this in Spring 1. This will be an area of support from CLIC SEND Teacher from January.
<ul style="list-style-type: none"> Revise medium term planning documents so that adaptations for SEND can be clearly captured. Subject leads to monitor these for appropriateness. 	Plan Bee in place but look at the suitability of planning for SEND pupils	To be a focus for next term in book looks and monitoring. Spring 1.
<ul style="list-style-type: none"> Introduce drop-in sessions with subject leads / SENCO so that staff can be supported to make adaptations to activities to support pupils with SEND. 	Some have been set up – will build these in regularly, following the staff meeting in Spring 1.	Allocate time for SEN drop-ins for adapting the wider curriculum offer in practice to meet needs – following the spring 1 staff meeting.
<ul style="list-style-type: none"> Capture adaptations that work well for individual pupils on one-page profiles. 	Planned but this is further down the line in Spring term.	Edukey pupil passports to be completed in Spring Term. Adaptations from current provisions for SEND to



be shared across school for effective Passports to be written.