

### SEF

Strengths	Areas for Development	Action Points
<p>1) Children make at least typical progress and most children make progress that is better than this from their starting points. This includes disabled children, those who have special educational needs, disadvantaged children and the most able. Children develop the key skills needed to make a positive start to the next stage of their education</p> <p>2) Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving.</p> <p>3) In a wide range of subjects, <b>the progress of</b> disadvantaged pupils, disabled pupils and those with special educational needs <b>currently on roll</b> is close to or is improving towards that of other pupils with the same starting points</p>	<p>1) SEN pupils in Y3 &amp; 4 need to make better progress.</p> <p>2) Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.</p>	<p>1) SENCO to investigate need of SEN pupils in Y3/4 and how to ensure they make accelerated progress and close the gap with their peers.</p> <p>2) Differentiation allows SEN pupils to access the curriculum at their level but challenge to the next step in their learning.</p> <p>3) More SEN pupils to achieve ARE by the end of the year.</p>

### Action Plan

Overarching Priority:							
SDP	Objective Supporting Actions	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
1.2	<p><b>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and <u>constantly demand more of pupils.</u></b></p> <ul style="list-style-type: none"> <li>- SEND pupils challenged appropriately -</li> <li>keen focus on high needs in Y1, Y2 and Y6.</li> </ul>	EM	Autumn term and ongoing	<p>Leadership Time</p> <p>Staff meeting time</p> <p>QA release time</p>	<p>Lesson observations, planning scrutinies, work scrutinies and questionnaires demonstrate that children are engaged in learning and that the curriculum meets their needs.</p>	<p>SLT</p> <p>Inclusion team (EM, KS)</p> <p>See QA</p>	

1.6	<p><b>Ensure that teachers' skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD</b></p> <ul style="list-style-type: none"> <li>- SEND/attachment CPD provided to all staff to address the high levels of SEND needs identified throughout school</li> </ul>	EM, KS	Autumn term and ongoing	<p>Staff meeting time</p> <p>QA release time</p>	<p>100% lessons are graded good or better.</p> <p>Half termly data shows that SEND pupil progress is at least good.</p>	See termly QA Schedule	
2.3	<p><b>For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour.</b></p> <ul style="list-style-type: none"> <li>- CPD on Attachment Disorder delivered to all staff</li> <li>- Attachment strategies to be used by staff to overcome negative attitudes as a result of attachment disorder</li> <li>- For extreme cases, team around the child to be set up and personalised strategies to be implemented</li> <li>- Attachment Work to be recognised by LA and Learners First to enable Coleridge to become a lead school</li> <li>- Support for all class teachers from SENCO, targeted first in Y1, Y2 and Y6.</li> <li>- One to one TAs provided where possible for children with high levels of need.</li> <li>- EHCPs drawn up for children with high levels of needs.</li> </ul>	EM/KS	Autumn term and ongoing	<p>Leadership time for SENCO.</p> <p>Staff meeting/ INSET</p>	<p>Behaviour plans provide effective guidance for staff working with targeted pupils. Pupils' behaviour is improved as a result.</p> <p>Coleridge develops reputation as an Attachment Lead/Support school</p> <p>Staff, pupil and parent questionnaire recognise excellent behaviour</p>	EM/KS QA timetable	
3.6	<p><b>The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll continues to match or improve towards that of other pupils with the same starting points</b></p> <ul style="list-style-type: none"> <li>- DHT and AHT out of class to support across KS2 with booster groups and team teaching to provide scope for smaller group</li> </ul>	EM	Ongoing	££ to fund additional staff.	<p>Data shows that the outcomes of PP and SEND pupils is negligible.</p> <p>Half termly data demonstrates that the gap between PP and Others at KS2 reading and maths closes throughout the year.</p>	SR and SLT  Half termly data reports presented to SLT by subject leaders.	

	<p>teaching and improved quality first teaching</p> <ul style="list-style-type: none"> <li>- continued raised expectations of the attainment of disadvantaged and SEND pupils</li> <li>- early intervention programmes established and monitored to accelerate progress in year groups; this is teacher-led wherever possible.</li> <li>- half termly rigorous pupil progress meetings focus in on these groups</li> <li>- annual personalised provision mapping for pupil-premium</li> <li>- IEPs for SEND children</li> <li>- support from SENCO to ensure progress above average for SEND, targeted first in Y1, 2 &amp; 6.</li> <li>- enrichment activities are undertaken to broaden disadvantaged children's experiences and skills</li> <li>- EAZMAG clearly identifies</li> </ul>					<p>CL reports PP outcomes half termly SLT meetings</p> <p>EM reports SEND</p>	
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