PAIGNTON ACADEMY

Believe and Achieve

Ambition
Outstanding relationships
Excellence: from all; for all

Character
Love of learning
Community

Pride

School Development Plan 2023-24

Ofsted areas to improve:

- Pupils with SEND do not do as well as they could. This is because their needs are not clearly identified or understood. Teaching and the curriculum are not adapted effectively to meet their needs. Leaders are taking steps to improve the provision for pupils with SEND. It is important that these be enacted with urgency and impact to ensure that the curriculum meets the needs of all pupils with SEND*

- Leaders' understanding of what makes a strong curriculum is too variable. It is not always clear how content connects to prior learning or supports future learning. This means that pupils do not always learn well. Leaders have developed a well-structured professional development programme to support staff learning. They should ensure that this helps staff to better understand what makes a strong curriculum.

- Some pupils experience sexist language and attitudes from their peers. This affects their experience of school. Leaders need to carefully consider how this can be addressed effectively to ensure that a culture of respect is established.

*Separate SEND Action Plan: see appendix to the SDP.

SCHOOL DEVELOPMENT PLAN 2023-24: KEY OVERVIEW	
AIM 1	**To embed our ambitious and challenging Key Stage 3 curriculum in year 7 and teach it highly effectively across all subject areas.**
STRATEGY STATEMENT	To ensure that all pupils can access our ambitious curriculum, we will ensure that all staff actively engage in high quality CPD that enhances the quality of our pedagogy and secures good teaching and learning across all areas of the school. We will ensure that our new curriculum is quality assured through internal and external processes to drive further improvements in this area. We will ensure that all Curriculum Team leaders can eloquently and confidently explain their curriculum intent and that this is reflected by all staff in all areas and is visible in lessons.
AIM 2	**To ensure that behaviour routines are embedded consistently across the whole school that support all pupils and contribute towards a positive and respectful culture.**
STRATEGY STATEMENT	We will ensure that our pupils behave consistently well, demonstrating high levels of self-control, motivation, resilience and consistently positive attitudes and commitment to their learning. We will ensure staff engage in high quality CPD that enhances our behaviour routines so that they are responsive, intelligent, fair and ensure highly effective action to support all pupils to succeed with their learning. Pupils will be fully supported in playing a highly positive role in creating a school environment in which commonalities are celebrated, difference is valued and nurtured and all students actively support the wellbeing of other students. We will continue to develop a culture where bullying, prejudices, harassment and violence are never tolerated and all members of our community behave with consistently high levels of respect for others.
AIM 3	**For our pupils to engage in learning and development beyond the taught curriculum, ensuring they grow up to become responsible members of our community.**
STRATEGY STATEMENT	We will ensure that pupils have the opportunities to attempt, practice, develop, change, explore and hone their talents, interests and skills. Pupils will be guided with their career plans. Pupils will be safe and know how to keep themselves safe.
AIM 4	**Develop inspirational and high performing teams across the whole school who can deliver sustainable school improvement.**
STRATEGY STATEMENT	To create a culture of deliberate and continuous improvement at all levels of school leadership. We will achieve this through a commitment to collaborating with and learning from others and from challenging ourselves and supporting each other. We will build a culture of high expectations and ambition where professional trust is the default and meaningful professional development is valued by all.

Focus	QUALITY OF EDUCATION				
Outcome(s)	**To embed our ambitious and challenging Key Stage 3 curriculum in year 7 and teach it highly effectively across all subject areas.**				
Target	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Strategy
To improve outcomes at Key Stage 4, particularly within English, maths and key groups (SEND, PP, HA; MA; LA).	DGW ALF TLW TVS SAD KVH	Exam scripts Exams analysis documents & templates Dept SEFs and Action Plans	By data drop By QA cycles.	Pupils gaining grades 5+ in English and maths increases. Improvement in attainment in all key groups	Robust subject level analysis of outcomes 2022-23. Increase time for curriculum areas through Monday meetings Whole school training on SEND teaching (see separate SEND improvement plan) Robust QA of curriculum & teaching/learning by SLT Performance of Set 2 in English & maths: regular review and forensic analysis. Earlier decision on Higher/Foundation with a specific focus on grades 4-5 pupils. Investigate strategy re: early entry in English Lit. Mentoring system in Year 11 Attainment evenings for Key Stage 4 pupils and parents to build engagement. Coursework calendar to focus on attendance and underperformance in Voc ED subjects. Exam/Data drop meetings with DGW/TLW/ALF Quality of Education Drive Team to focus on teaching and learning strategies and sharing good practice. Agree and arrange external QA through TSAT (PP; curriculum; T&L and SEND) 2 colleagues (ALF/KRD) trained by TSAT on QA processes and then disseminate across schools in CTL meetings. Introduce and QA effective retrieval strategies. Sharing of best practice (internal/external- Swift & TSAT)

To create an ambitious and rigorous Year 8 & 9 curriculum	ALF and CTL	CPD- internal & external

CTL time off to work on new curriculum .

Academic reading

Use of T&L Hub resources

SWIFT & TSAT resources. | By end of 2023-24 ac year. | Year 8-9 curriculum sequenced effectively, coherently and logically with clear curriculum intent which respects the academic dignity of each subject area.

All curriculum areas can confidently outline curriculum intent. | To build in time to the calendar for CTLs to write the Year 8 & 9 curriculum

To ensure CTLs are proactive in up to date research to support the new curriculum developments.

Research best practice at other TSAT schools to see a high quality curriculum in place to support CTLs

Quality assure the creation of the new curriculum through SLT links/QE Drive team throughout the process. |
| To ensure the curriculum is implemented effectively across all subject areas utilising high quality CPD to ensure excellent teaching across all subject areas. | ALF

ALF | Academic reading

CPD | Termly (TSAT term) QA- internal

TSAT External QA- Term 3. | Pupils can confidently outline & explain curriculum intent through a focus on core and disciplinary knowledge | To implement a thorough internal & external QA process for the PA non-negotiables; Yr 7 curriculum and by subject area.

Monitor the delivery of the instructional coaching process through the implementation of Steplab.

Embed successful retrieval strategies within teaching through effective staff CPD

Embed a revision strategy across the Academy in line with TSAT Thinking Skills.

To create a T & L resource hub

Investigate the structure of the school day for 2024-25. |

					To implement an effective Literacy strategy across the Academy

To research the TSAT 'Thinking Maps', to look at best practice, ready for September 2024

To embed a coherent CPD package which addresses understanding of the curriculum and effective T & L in every classroom for all students including SEND |
| To regularly review the implementation of the new Year 7 curriculum | ALF | External QA support- TSAT- Term 3 | Termly (TSAT term) QA- internal

TSAT External QA- Term 3. | | TSAT external QA of Yr 7 curriculum with a particular focus on key 'Deep Dive' areas.

Focused SLT QA on key areas and built into the meeting cycle to provide improved feedback to subject areas. |
| Strengthen use of assessment to ensure that it is rigorous and robust and is used effectively to demonstrate pupil progress and to address educational disadvantage. | TLW

Quality of Education Drive Team | N/A | | By end of Term 2 (Xmas 2023): research completed (inc. parental feedback) | Research best practice- TSAT & external

Parental feedback through google form.

Term 3 data drop: run duplicate system for internal purposes & comparison

Term 5 & 6: Communication with all key stakeholders (parents & pupils) of the new system.

Use Edulink to distribute new reports. |

To further develop and embed effective strategies across all subject areas to ensure that our SEND pupils are supported to access their curriculum effectively	SAD	CPD for teaching and support staff. Latest reading on SEN and curriculum.	By the end of the academic year 2023-4.	Year 7-9 curriculum effectively meets the needs of all learners with SEND across each subject area. All curriculum areas can confidently outline how their curriculum meets the needs of all learners. Improved outcomes for learners with SEND.	Research best practice into curriculum design and learners with SEND. Identify quick wins across curriculum areas re: SEND best practice. Deliver high quality CPD to CTLS, teachers and support staff to enable them to design, implement, deliver and support a curriculum across KS3 which meets the needs of all learners, including those with SEND. Ensure consistency across all subject areas and the sharing of good practice. Curriculum SEND champions to meet termly (calendered) to share best practice.
Develop an effective and ambitious character curriculum across all key stages	TVS	Character Curriculum resources	By end of the academic year 2023-4.	Tutors have access to a coherent curriculum which meets the needs of their tutor group and embodies the values of the school. Students report consistent delivery of key messages and can link these with their learning in other areas such as PHSE and within subject areas. The assembly programme is well planned and connected to events within and beyond the school	Produce an Assembly and Tutor Time Programme for the academic year, which is resourced and easily accessible to the staff who are tasked with its delivery. Produce an expectations and key messages resource which is shared with all students weekly. Launch the "Paignton Academy Tutor" document, which outlines the expectations and support available for staff and addresses inconsistencies in the experience students receive. Ensure the Tutor Programme links to the PHSE curriculum and British Values.

				community, giving students access to a variety of speakers and experiences.	
Improve further communication with parents/guardians about our curriculum, teaching & learning and assessment	ALF	Edulink Newsletters Ongoing communication School-Parent forums	Termly (TSAT) communication to parents	Parents report that the school keeps them very well informed on the school curriculum and their child's individual progress and attainment.	Consultation with parents re: most effective/useful information to provide. Curriculum maps (especially new Yr 7) provided to parents Termly calendar of key curriculum, assessment and reporting events provided to all parents. New curriculum information is uploaded onto the website.

Focus:	BEHAVIOUR & ATTITUDES				
Outcome(s)	**To ensure that behaviour routines are embedded consistently across the whole school that support all pupils and contribute towards a positive and respectful culture.**				
Target	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Strategy
To reduce the number of Fixed Term Suspensions and PEX	WJV/TVS	Research and best practice. Behaviour Leads and Pastoral Teams. Use of AP.	End of academic year 2023-4 but monitored weekly.	Clear reduction in FTS and PEX.	Raise awareness through staff CPD/meetings of the PEX process. Use Internal Suspension Room as another layer before Fixed Term Suspension. CPD for all staff on effective behaviour management. Research similar schools who have improved behaviour & attitudes. Effective behaviour provision & support for challenging pupils
Ensure a positive culture, where students and staff of all genders, sexual orientations and ethnic backgrounds experience acceptance and respect.	WJV/TVS/KJS	Latest research tackling discrimination.	End of academic year 2023-4.	Students and staff have a positive experience at the Academy. Any reported incidents are dealt with effectively with victims supported and perpetrators educated.	Further extend Speak Up, Speak Out campaign. Continue the Working Together to Tackle Sexism group with termly meetings. Gather student voice regularly. Feed back to students through the Student Forum process.
Ensure our behaviour routines are implemented effectively across all subject areas, utilising	WJV/ALF/TVS	Walkthrus Behaviour Hub resources	End of academic year 2023-4	The Rewards and Behaviour policy is applied consistently across the school.	Regular programme of CPD on behaviour management and the implementation of the non-negotiables through the Monday meeting and ECT/ITT programmes.

				Staff are confident about how to address behaviour. Students understand expectations and what will happen when these are not met. Good behaviour is rewarded consistently.	Behaviour Champions (volunteer staff) in place as non-judgemental peer support to help staff if needed. Reward assemblies to ensure the well-behaved majority of students are praised and encouraged.
high quality CPD to secure good behaviour and attitudes.					
Develop and embed support strategies and alternative provision for pupils displaying a high level of need.	TVS/WJV/KJS	Newest research and recommendations. Government Green Paper on SEND and AP.	End of academic year 2023-4.	An appropriate range of alternative provisions and interventions for short and medium term periods are available to support students with challenging behaviour, both on and off site.	Work collaboratively with Torbay and other TSAT schools to maximise options for supporting students. Work with the SEND team to ensure all students with additional needs can access specialist provision as required, either full time or on a part-time basis.
Develop and embed effective strategies to communicate with and engage pupils, parents/carers and staff about behaviour and attitudes, work ethic, attendance and punctuality.	TVS/WJV/KJS	Classcharts Edulink Social Media	End of academic year 2023-4.	Parents and carers are fully informed of their child's attendance and behaviour in school and engage with the information shared. Students know how they are performing and how to improve their conduct, by referring to the Classcharts wheel.	Ensure that Classcharts and/or Edulink give parents the information they need about their child. Hold sessions for parents to attend on the topics of Behaviour and Attendance. Give students the opportunity to consider and reflect upon their current performance and to be supported to improve if required.

Improve attendance and punctuality for all pupils, particularly persistent absentees.	KJS	S19 panel Personalised Learning	End of Academic Year 2023-4.	The whole school attendance is in line with or better than the national average.	Reward students for good attendance. Work with the families of persistent absentees to support them into school in a planned and supported way. Ensure any barriers to attendance are fully explored with the Safeguarding, Pastoral and SEND teams. Seek support from outside agencies such as S19 panel, Educational Psychology, Mental Health team, Social Care and Health as appropriate.
To embed the use of the Behaviour Leads effectively and consistently across the Academy	WJV/TVS	N/A	By end of academic year 2023-4.	Clear role that is understood by all staff & pupils. Reduction in in-school truancy.	Timetable the Behaviour Leads to maximise their impact. Ensure there is a clear process for them to follow when implementing the Behaviour Policy. Gain staff feedback on how best they would like the Behaviour Leads to be deployed during the school day.
Publish termly (6 a year) celebration newsletter with a key focus on curriculum activities	DTC	Admin support	Termly during 2023-4.	Parents and carers to have a deeper understanding of events which have taken place across the Academy.	Gather information and photos on a wide range of activities and events to report on. Send home termly to parents and carers to share positive stories and news.
Develop a range of lunchtime clubs and activities to support pupils and to ensure a safe space and good behaviour is maintained during social times.	DTC	Lunchtime payments	By the end of academic year 2023-4.	Students to have access to a wide range of clubs, including sport and non-sport options on both sites. A reduction in behaviour incidents at break and lunch.	Staff to support the implementation of clubs either due to UPR scales or as volunteers. Students to have access to facilities such as the gym.

Focus	PERSONAL DEVELOPMENT				
Outcome(s)	**For our pupils to engage in learning and development beyond the taught curriculum, ensuring they grow up to become responsible members of our community.**				
Target	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Strategy
Adopt 3 TSAT 'We are One' events	DTC	TSAT central Services	Term 1-6	TSAT We are One events successfully delivered through assemblies, tutor programme and high level of pupil engagement.	Engage with three events during the academic year, via the Assembly and Tutor Programme. Prepare for the delivery of six events during the academic year 2024-5.
Provide works experience activity for Year 10 pupils	LAH	NA	Ongoing	Improved % of pupils engaged in works experience- Gatsby benchmark improves.	Contingency strategy for pupils in school Liaise with TSAT re: work placement support (& other TSAT schools). Engage with parents & pupils re: advantages of this and alleviate pupil anxiety. Guest speakers
Develop and embed student leadership, mentoring and ambassador schemes across all year groups.	DTC	TSAT Central Cervices.	Terms 1-6	Paignton Academy students will participate in the TSAT Leadership events.	Have a structure to allow students to nominate leaders to represent them on the student council. Ensure students are added to the TSAT Student Leadership events.
To develop a programme of SLT led curriculum & non-curriculum assemblies	TVS but delivered by all SLT	PPTs	Terms 1-6	Students will attend an SLT-lead assembly on Mondays (one Year Group each weel.)	Build the assembly programme to accommodate Year Group assemblies on a Monday. Guest speakers

in line with our 7 core values.					
To further develop the Outdoor Education provision to ensure all pupils are provided with the opportunity to gain genuinely memorable experiences.	DTC	Outdoor Education Budget

Contributions from parents/pupils

PP budget where applicable. | On-going | Increased opportunities for all pupils to be involved in OE using the resources (bikes etc.) already in place at the Academy.

Clear communication of OE provision in celebration newsletters | Appoint Outdoor Education Lead
Support for Evolve and administration |
| To develop the pupil voice in line with our 7 core values across the academy across the curriculum so that pupils gain an awareness and understanding of democracy in action | TVS
DTS | N/A | On-going | Pupils have a greater sense of belonging to the school.

Students will democratically elect the Head Boy and Girl for 2024-5. | Run an election in the summer term for the Head Boy and Head Girl, with all students participating in the democratic process. |

Focus	LEADERSHIP & MANAGEMENT				
Outcome(s)	**Develop inspirational and high performing teams across the whole school who can deliver sustainable school improvement.**				
Target	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Strategy
To further strengthen SLT leadership through a focus on Change Management training.	DGW	TSAT Leadership Training	Ongoing	All SLT are knowledgeable on key principles of change management and can incorporate into SIP and in leading on key areas of the SDP.	Remodel SLT meetings through QE & Pastoral Focus with core SLT meetings. Core SLT meetings to focus on Change Management New TSAT SIP reflects Change Management approach
To train all teachers in the Ofsted framework on Quality of Education to ensure that they can confidently outline and explain curriculum intent and implementation	DGW/ALF	TSAT central services External providers.	Ongoing	All middle leaders can confidently outline and explain curriculum intent and implementation. Wider dept staff can fully explain above process.	TSAT External support TSAT external QA process To nominate 2 members of SLT to undergo TSAT Ofsted-type training in order to perform external QA within TSAT schools. Develop training opportunities (in-house & external) for staff to role play Ofsted interviews. Feedback to staff on process and answers. Repeat interviews for preparation for inspection.
Develop our CPD programme to provide greater support and bespoke training at all levels of leadership, using an evidence based, research informed approach.	DGW/ALF/TVS	Cost of ext. courses TSAT internal courses/virtual	Ongoing but linked to key milestones for SDP development	Staff are upskilled at all levels allowing career progression and/or increased effectiveness within current role.	Continue to expand, develop and broaden the NPQSL opportunities for middle leaders NPQH opportunity for SLT TSAT training opportunities NPE- share best practice & internal CPD plan.

Improve communication across all areas of the Academy including with families	TLW DGW	Edulink	Ongoing	Parents feel regularly informed and updated. Information given to parents is timely.	Training/CPD for all staff on Edulink Expand parent-school forums Regular celebration newsletters and end of term news to all parents. Parental feedback
Develop the TSAT Professional Growth Policy at all levels in preparation for 2024+ rollout.	ALF	365 and Check-in app	By end of Term 4	Professional growth embedded across the academy with a clear understanding of principles and process.	Meeting with Laura Gladstone (ALF) SLT Training on Professional Growth. Wider training to all staff Check-in app available to all staff Review of process.
Develop networking opportunities for all leaders both within TSAT and across other schools.	DGW	Cost of External visits	Ongoing	Best practice is disseminated across TSAT/other schools and embedded (where applicable) in a timely manner across the school/subject level.	TSAT conferences and virtual meetings External visits
To continually review support team structures according to changing need so as to ensure greater effectiveness of delivery.	DGW/ALF/ TVS/TLW	TBC	By end of Term 3 (Feb half term)	Staff deployed in an effective and efficient manner to meet the need of pupils.	Review of key areas of school Premises review to ensure greater effectiveness and efficiency.
To successfully introduce Office 365 & Sharepoint across the organisation	DGW/TLW		Term 1: SLT & CTL By end of ac. year: All Staff.	365 and Sharepoint is introduced with minimal disruption. Staff feel fully informed, trained and confident to use new system.	MS Training: support & teaching staff. TSAT Central Services Support Central Service roll-out of system

Develop TSAT 'Ways of Working.'	DGW	TSAT SIP TSAT Training	Ongoing	By end of Year 1, TSAT ways of working are beginning to be established across the school e.g. Thinking Hats, in SDP/SIP approach.	Meetings with TSAT Central Services teams Disseminate findings to SLT (core) meetings for roll out to wider staff Use Monday meetings & non-pupil evenings for staff training Communication with all staff on TSAT processes.
To ensure that the Paignton Academy whole school budget is analysed regularly and effectively so that the 2024-25 budget (TSAT) accurately reflects the needs of the school	DGW TLW	Finance platforms/apps from central services.	From November 2023.	Budget processes are clear and transparent which provide full ownership & accountability to all budget holders. 2024-25 whole school budget accurately reflects key priorities.	Monthly meetings with TSAT Business Manager. Finance training for SLT. Greater understanding of decisions for SLT when planning.
Use of school premises are continually reviewed in light of changing needs to ensure efficiency and effectiveness of delivery.	TLW TLW	N/A- design plans	On-going	School premises are used coherently, effectively and efficiently to respond to changing needs.	Review of areas (support and teaching) STEPS review D&T review

SEND Action Plan

Believe and Achieve

Paignton Academy SEND Key Priorities for 2023-24:

1.   Continue to imbed a deeper understanding of SEND across the Academy, with a focus on training and empowering all teaching staff to be teachers of SEND and reflective practice leading to curriculums being structured, sequenced and adapted to meet the needs of all students.

2.   Imbed new SEND departmental structure and intervention programme, with a focus on the roles of the Deputy SENCOs and SEND House Liaisons. Ensure that staff are appropriately trained and deployed and that interventions are evidence based, appropriately used with the right students and that impact is measurable.

3.   Focus on raising standards of achievement for all SEND students including those at STEPS by better identification and communication of SEND student information with all staff, external agencies, carers and parents, including primary transition and early identification of SEND needs and regular APDR.

4.   Use of more efficient and effective data systems for recording and monitoring SEND data and reviews and better identify T&L and intervention priorities for students and staff.

5.   Identifying the allocation and impact Element 3 funding, ensuring individual budgets can be traced to specific pupil interventions and that the provisions outlined in EHCPs are costed and appropriately funded.

Focus	Continue to imbed a deeper understanding of SEND across the Academy, with a focus on training and empowering all teaching staff to be teachers of SEND and reflective practice leading to curriculums being structured, sequenced and adapted to meet the needs of all students.
Outcome(s)	Curriculums meet the needs of learners with SEND and teaching staff deliver Quality First Teaching to all classes.

Target	Person(s) responsible	Resources	Timescales	Success measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Training provided for Curriculum Leaders to equip them to evaluate and modify the Schemes of Learning.	SENCO	SENCO time CL time Teaching staff time	In place for September 2023	Completed audit of curriculums Work scrutiny Lesson drop ins Student voice	Targeted training based on results of audit	To be conducted alongside whole school curriculum changes
Training provided for teaching staff to support with Quality First Teaching and meeting the needs of a range of learners.	SENCO	SENCO time Teaching staff time LSA time	Term 1	Work scrutiny showing adapted curriculum delivery Lesson drop ins Student voice Staff voice Feedback from coach	Continued professional development to support Teaching staff. Increased collaboration between teachers and LSAs.	

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Focus	Imbed new SEND departmental structure and intervention programme, with a focus on the roles of the Deputy SENCOs and SEND House Liaisons. Ensure that staff are appropriately trained and deployed and that interventions are evidence based, appropriately used with the right students and that impact is measurable.					
Outcome(s)	Structure of the department and interventions to maximise the impact of the team					
Target	Person(s) responsible	Resources	Timescales	Success Measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Review job descriptions of Deputy SENCOs and SHLs.	SENCO/Deputy Pastoral	Job descriptions SENCO time	Autumn term	Clear understanding of job roles within department	Evaluation of how best to deploy the staff to achieve maximum impact for students.	
Audit training and experience of the team	SENCO/Deputy Pastoral	Google form	Autumn-Spring term	Clear picture of skill sets within the department and training gaps identified	Training planned to address identified gaps	
Identify appropriate interventions for literacy, numeracy including for KS4 students	SENCO/HLTA team	Intervention packages Staff training Staff time	Autumn term	Range of intervention in place Staff trained to deliver Improved attainment in key subject areas measured through progress checks	Continued evaluation of impact and any training needs Improved communication between Teaching and SEN staff	
Ensure systems are in place to identify students in need of intervention and to track their progress	SENCO	SENCO time	Spring term	Improved outcomes in English and Maths measured through teacher assessment and progress tracking	Interventions offered to increased number of students	

Focus	Raise the standards of achievement for all SEND students including those at STEPS by better identification and communication of SEND student information with all staff, external agencies, carers and parents, including primary transition and early identification of SEND needs and regular APDR.					
Outcome(s)	Improve KS4 outcomes for SEND students, in line with the whole cohort.					
Target	Person(s) responsible	Resources	Timescales	Success Measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Imbed work of Deputy SENCO to oversee transition for E and K coded students in order to ensure information is thorough and timely. Continue SEND specific parent forums/meet the department events and opportunities to meet SEND linked to parents evenings and options evenings and open evenings.	SENCO/ Deputy SENCO	Staff member time	By Summer term	Parent feedback form Staff feedback form	Attend annual reviews of key student as early as Year 5	

Investigate the use of a pre-SENDs list to ensure information and concerns are appropriately noted and monitored	SENCO	Staff time	By September 2023	Staff feedback form Improved systems for entry and exit onto SEN register implemented Clear criteria available for staff and parents to show level of SEN need and support available		
Improved use of Learning Plans	SENCO	Staff time Provision Map	By September 2023	All plans to contain key information around needs and measurable targets Only students identified as K or E to have a learning plan All plans to be shared with parents and students	Learning plans to link directly with EHCP outcomes or E students	

Focus	Use of more efficient and effective data systems for recording and monitoring SEND data and reviews, and better identify T&L and intervention priorities for students and staff.					
Outcome(s)	Patterns and trends in SEND pupil performance and behaviour to be sought, allowing more targeted interventions and T&L CPD					
Target	Person(s) responsible	Resources	Timescales	Success Measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Identify trends in week on week SEND pupil behaviour	SENCO	ClassCharts	Autumn Term	Percentage weekly RR visits of SEN pupils to be measured versus the entire cohort Identification of key SEND groups	Weekly tracking	
Ensure accurate real-time SEND pupil need on roll	SENCO	Provision Map	Autumn term	Pupil Summary Report	Evaluate K thresholds Audit existing K and E pupils for accuracy	
Improved data review points	SENCO	DRIVE based tracker LS team time	Autumn term	All SEND EP & RSA submissions and reports fully tracked	Develop tracking tool and deploy	

Focus	Investigate the allocation and impact of Element 3 funding, ensuring individual budgets can be traced to specific pupil interventions and that the provisions outlined in EHCPs are costed and appropriately funded.					
Outcome(s)	All EHCP plans to be costed and funded					
Target	Person(s) responsible	Resources	Timescales	Success Measures/Evaluation	Next steps	Comments (including links to the school improvement plan)
Meet with TSAT Finance team	SENCO Deputy Principal	Staff time	By Sumer 2024	SENCO and Deputy Principal aware of budget and allocations of funding		
Use the costing tool on Provision Map consistently	SENCO	Provision Map Manager time SENCO time Provision Map	By Summer term	All provisions costed and visible in Provision Map	Ensure LA finding matches provision costs and request additional funding if required	