

Subject: SEN and Accessibility

Priority area for Improvement	Action Plan	Lead	Success Criteria
<p>To develop the new Deputy SENCo role to work effectively with current SENCo to improve whole school SEN provision.</p>	<ul style="list-style-type: none"> a) To hold regular SENCo meetings to address issues as they arise and signpost individual cases. b) To identify suitable training courses to develop skills and knowledge. c) To develop an overview map of current SEN provision, including staff training to signpost SEN pupils more effectively. d) To use the provision map to identify how impact is measured and analysed. e) Tracking individuals 	<p>LRC and SB</p>	<p>Meetings lead to a well-developed and formulated partnership between the SENCos effectively highlighting and targeting SEN provision for individual students at Heathlands.</p> <p>Deputy SENCo increases her knowledge and understanding of the Code of Practice and how it is embedded into the ethos of the school.</p> <p>Provision map is used by SENCo's for collaboration but also by school staff as a signposting tool.</p> <p>Assessments and tools for impact continue to be developed and well used by teaching staff and support SENCo's with success criteria.</p> <p>All individual student assessments/input is addressed effectively by the SENCo team.</p>
<p>Progress report February '20</p>			
<p>Progress report June '20</p>			
<p>To develop further and refine effective transition procedures for incoming and outgoing students with SEN.</p>	<ul style="list-style-type: none"> a) Ensure all prospective students with a confirmed place receive a pre placement visit in order to inform strategic planning. b) Work closely with families of transitioning pupils to share information and create effective home/school dialogue. c) Revise and refine the preparation for adulthood journey with SEN students to support with continuing their learning journey. d) Focus on EHCP's at Annual Reviews of SEN KS4 students to ensure their needs and learning styles are fully reflected in 	<p>SB</p>	<p>SEN pupil profiles will be populated and staff will have advice and support on upcoming issues in order to amend environment if necessary.</p> <p>Suitable training opportunities will be provided for staff.</p> <p>Staff will work alongside parents to personalise approach and develop an effective working relationship.</p> <p>SEN students and their families will be well prepared for Post</p>

	order to inform future provisions and enabling continuous support.		16 transition. All EHCP paperwork is an accurate reflection of the individual student to allow for a smooth, successful transition.
<i>Progress report February '20</i>			
<i>Progress report June '20</i>			
To develop SALT surgeries in order to enhance a continuous programme of speech and language development across the whole school.	<ul style="list-style-type: none"> a) Establish SALT surgeries timetable b) SaLT to attend, and lead on relevant CPD with staff. c) Embed the philosophies of Word Aware across school to enhance vocabulary development in Deaf learners. d) SaLT team to share good practise with parents and families. 	LRC	<p>SaLT surgery timetable is used by teaching staff as well as residential staff to bridge SaLT provision between therapists and classroom/residential setting for enhanced learning and achievement.</p> <p>Knowledge and understanding of SaLT based practices; especially around vocabulary development becomes embedded into whole school practise.</p> <p>Parents and carers have opportunities to attend workshops to continue SaLT approaches at home.</p>
<i>Progress report February '20</i>			
<i>Progress report June '20</i>			

Other issues to cover

- Begin to look at further developing an inclusion programme that will include Upper School students.
- To roll out EduLink as an accessible parental communication tool.
- Ensure issues of access and mobility are included in consideration of all refurbishment works around school.