SEND Development Plan 2022/2023

Area	Intent	Implementation (who is responsible and what is the timeline)	Impact	Review Point
SEN student progress and Monitoring Processes	SEN staff have a full understanding of overall student data.	To achieve this we will: • Analyse progress data for each SEN student, and cohorts after each tracking point • Analyse behaviour data for each SEN student • Analyse attendance data for each SEN student • Analyse benchmarking data for new year 10s • Analyse literacy levels for KS3 students • Review historic SEN progress data • SENCO to report to SLT on student progress and attendance • SENCO to work alongside TS and DA to embed strategies designed at improving academic, behaviour and attendance data for SEN students	The academic, behaviour and attendance data for SEN students will improve.	October 2022 Jan 2022
Interventions	Interventions for SEN students are well managed and effective.	To achieve this we will: • Decide on SEN students in need of additional intervention but looking at benchmarking results • Decide on SEN students in need of additional intervention by performing regular data analysis • Coordinate SEN intervention for Y10 ASD students • Review the success of SEN interventions	SEN students who have been identified as in need of intervention improve their academic performance. Gaps in progress for SEN students Filled within the intervention sessions	

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EHCP targets	Students with an EHCP receive suitable targets that effectively meet their needs.	To achieve this we will: • Half termly pupil pursuits for each EHCP student • Regular informal reviews of EHCP targets with parents and students • Regular formalised reviews of EHCP targets with parents and students • SENCO to lead staff CPD on strategies to teach students with an EHCP • SENCO to share key EHCP targets and strategies with teaching staff • Have a full understanding of the overall data picture of EHCP student	The behaviour, attendance and progress data of EHCP students improves.	
The Hub resourced provision	All additional adults working with SEN students have a positive impact in their learning.	To achieve this we will: • Hold regular line management meetings with each additional adult • Complete lesson observations according to the monitoring calendar • Conduct student voice activities • Complete lesson observations • Ensure the curriculum is fit for purpose • Ensure the balance of mainstream/Hub lessons ensures students are part of the LJFS school community as much as possible.	High quality provision provided for SEN students who work with additional adults.	
External partnerships (including parents)	The SEN department communicate effectively with different LJFS stakeholders.	To achieve this we will: • Ensure that we receive all local authority SEND updates • Continue building relationships with Brodetsky SENCo to ensure cross school partnerships. • Conduct parent voice activity to receive feedback on SEND provision • Meet with SEN named Governor regularly		

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SEN support and Whole class teaching	All students with SEN receive appropriate and high quality teaching and support	To achieve this we will: • Conduct a review of quality of T&L for SEN students • Work with SLT to put support in place for teachers who teaching of SEN needs improvement • Pupil "Pop in's" • Share best practice observed from teachers as part of CPD	Improved teaching of students with SEN	
Staff development	All staff receive a high level of SEN CPD.	To achieve this we will: • Lead CPD sessions for all teaching staff • Research relevant strategies for identified areas of SEN • Liaise with CPD lead to ensure SEN CPD slots are calendared • Monitor improvements in T&L of SEN students through pupil "pop in's" • Seek and analyse staff voice on SEN	Improved teaching of students with SEN	
SEN leadership expertise	SEN leadership is strong.	To achieve this we will: • Create relationship with successful schools locally to discuss their approach to SEND leadership • Research relevant strategies for identified areas of SEND • Make use of NASEN to embed latest SEND research into the delivery of the curriculum across LJFS	Increased leadership capabilities of SEND leaders.	

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