

**Background Priority One: Inclusion**

Ofsted category cross reference

**Key Actions**

- Raised focus in pupil progress meetings on SEND children. Pupil progress meetings then followed up by further meeting with SENCO where progress is deemed insufficient
- SENCO to work with Year 6 to analyse SEND performance and then work with an identified group of Year 6 pupils to increase their end of year attainment.
- Class teachers and other adults to ensure all SEND children know their SEND targets and to enable children to monitor their own progress towards these
- School to access the SALT service "Enhanced Service" for 3 hours a week for 30 weeks to provide support for all children with identified speech and language needs
- Apply successfully for additional funding and support from external agencies, for example SEMH panel, HNF, EHCP.
- Increased parental involvement. Targets to be shared with parents, with a copy given to them. Ideas for working on these at home to be shared
- Introduce the use of Educater for SEND paperwork

**Success Criteria**

1. Progress of children on SEND register in all classes to be within 0.3 points on Educater system in Reading, Writing and Maths
2. Pupil voice and other monitoring to show that SEND children know their own targets and are making good progress to meeting them
3. Good progress of all children who are identified as having Speech and Language needs on the SEND register and all children meeting their individual Speaking and Listening targets
4. Improved attainment for identified group of Year 6 children- specific target to be written in December review once children have been selected.
5. Services accessed in a timely manner meaning children have the external support they need within an appropriate timeframe
6. Attendance of SEND children to be in line with their peers
7. Parents to be aware of SEND pupil targets and how they can support these at home
8. All additional needs plans to be inputted to Educater system

1. Progress of children on SEND register in all classes to be within 0.3 points on Educater system in Reading, Writing and Maths

**Impact Review one : February 2020**

In the majority of subjects/year groups progress is within 0.3 points. In Year 4 SEND pupil in all subjects have progress within 0.3 points and in some cases SEND pupils progress is exceeding their peers.

There is a concern with Year 5, where SEND pupils in all subjects are making significantly less progress than their peers. Additionally in Year 3 writing and Year 6 English there is a significant gap in progress being made, SENCO and Principal met in January 2020 to discuss and put key actions in place

**Impact Review two: April 2020**

Nothing further to add for this success criteria at this time

2. Pupil voice and other monitoring to show that SEND children know their own targets and are making good progress to meeting them

**Impact Review one : February 2020**

All classes have Additional Needs targets in place in their folders and these are being shared with every adult that works with the children. Children all have their own targets in place and are able to talk about them at an age appropriate level.

**Impact Review two: April 2020**

Nothing further to add for this success criteria at this time

3. Good progress of all children who are identified as having Speech and Language needs on the SEND register and all children meeting their individual Speaking and Listening targets

**Impact Review one : February 2020**

There are currently 16 children on the SEND register for Speech and Language needs. All have had input from our attached additional Speech and Language specialist. The vast majority achieved their targets on their Additional Needs plans for Autumn term, where they didn't these were reviewed and new suitable targets set.

The vast majority of these children have made at least 1 point progress on Educater and some have exceeded this. Where there are issues these link to those identified in section 1 and are being addressed as part of that.

**Impact Review two: April 2020**

Nothing further to add for this success criteria at this time

4. Improved attainment for identified group of Year 6 children AL, JW, MV, EH GN

**Impact Review one : February 2020**

These children have averaged 1.8 points progress in Reading and Writing, closing the attainment gap between them and their peers. In Maths they have not begun to close the gap yet.

**Impact Review two: April 2020**

Close work alongside Year 6 team continued in terms of rectifying the gap in Maths as much as possible and also maintaining the achievement in Reading and Writing

5. Services accessed in a timely manner meaning children have the external support they need within an appropriate timeframe

**Impact Review one : February 2020**

Services such as High Needs Funding and EHCP team have been accessed in a very timely manner. An EHCP was successfully applied for in the Autumn term for one child. Four successful High Needs funding applications were made. There have been good communication with multiple external teams- EHCP, SEMH Panel, HNF, Speech and Language, Educational Psychology Service and Nurture group.

**Impact Review two: April 2020**

During the COVID 19 closure period this has continued. Some applications have been delegated by SENCO where necessary to ensure continuity and that services continue to be accessed in a timely manner. This should mean external support continues to come on line for children as it did before the closure, dependant on NCC services.

6. Attendance of SEND children to be in line with their peers

**Impact Review one : February 2020**

Attendance of SEND children is less than that of their peers- 94.25% for SEND and 96.12%. The attendance officer is rigorous and doggedly follows up all cases of absence, particularly of children with previously poor attendance. She is aware of all SEND children whose attendance is lower than expected. There are some key children in particular who affect the attendance figure in a negative way- the attendance officer is aware of these and they are a daily priority when checking attendance. Home visits are made where appropriate if children have not attended.

**Impact Review two: April 2020**

At the start of the COVID 19 closure period all pupils with SEND were reviewed by SENCO to determine which children needed to be invited to continue attending school. This has been regularly reviewed by SENCO alongside the Headteacher. Regular phone calls have been made home with all children with an EHCP and other children where appropriate to check in with parents how things are, children's progress with home learning and how family are coping.

7. Parents to be aware of SEND pupil targets and how they can support these at home

**Impact Review one : February 2020**

Meetings were held with all parents, separate to parents evenings, to discuss Additional needs plan targets. Advice was given by teachers as to how parents can support these targets at home. SENCO has met with several parents over the term and offered further advice.

**Impact Review two: April 2020**

Discussions have had held during the COVID 19 closure period with parents about how to support their child's learning specifically. This has been the case for all children with an EHCP and others as appropriate.

8. All additional needs plans to be inputted to Educater system

**Impact Review one : February 2020**

This has not been successful to date. The Educater SEND module has had numerous errors and glitches and has not proven to be user friendly. SENO has been in contact several times with Educater and they have answered all queries and solved some problems but it remains a work in progress. Around half of classes have managed to input records successfully onto Educater, the remaining classes have used Sharepoint. Using both of these systems alongside each other has not proven to be an issue as monitoring and editing of SEND paperwork has been effective on both.

**Impact Review two: April 2020**

Nothing further to add to this success criteria at this point

Background Priority Two: Behaviours for Learning		
Ofsted category cross reference	<p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• Focused, directed lessons for all classes on the topic of racist language. Assemblies that also focus upon this</li> <li>• A comprehensive review of systems for lunchtime supervision, in particular focusing on the lunch hall and holding lunchtime staff to account</li> <li>• Prompt accessing of LA services such as EIP when a child is deemed at risk of FTE</li> <li>• Planned programme of themed assemblies throughout year</li> <li>• Full review of FTE procedures- children who are returning from FTE to have meetings- class teacher, team leader, parents and children to attend for 4 weeks following set format</li> <li>• Create new guide to behaviour at Victoria that sets out in a positive way our expectations</li> <li>• Inclusion team to contact all new families who transfer in year and specifically discuss behaviour expectations with them within first two weeks of starting school</li> <li>• Create case studies around key children that have had fixed term exclusions with the aim of minimising repeated FTE for those key children.</li> </ul>	<p><b>Success Criteria</b></p> <ol style="list-style-type: none"> <li>1. Fall in number of racist incidents, both those recorded with NCC and those on Behaviour Watch system</li> <li>2. Improvement in behaviours in the lunch hall observed in observations- 3x termly behaviour audits and other internal monitoring</li> <li>3. To move out of the highest 20% of schools for FTE into a lower quintile</li> <li>4. Class teachers to be given greater responsibility in the return to academy procedures following agreed academy format</li> <li>5. Information to be given to all parents regarding positive behaviour expectations</li> <li>6. Fall in repeated exclusions for key children across the year- case studies showing actions taken and their results.</li> </ol>
<p>1. Fall in number of racist incidents, both those recorded with NCC and those on Behaviour Watch system</p> <p><b>Impact Review one : February 2020</b></p> <p>There has been one racist incident reported to NCC this year to date, compared to 3 in the same period last year. Additionally there have been 3 recorded incidents of racist language recorded on the Behaviour Watch system, compared with 5 in the same period last year. A firm line was taken by SMT with all incidents, teachers prioritised anti racism messages within PSHE and other lessons. Parents were kept informed where necessary. We have ensured that SMT and other leaders are not concerned about discussing racism with either adults or children, in order to build a culture where racism is openly discussed and dealt with.</p> <p><b>Impact Review two: April 2020</b></p> <p>Nothing further to add at this time.</p>		

2. Improvement in behaviours in the lunch hall observed in observations- 3x termly behaviour audits and other internal monitoring

**Impact Review one : February 2020**

The Autumn term behaviour audit did not cover behaviour in the lunch hall. Unannounced drop in observations by senior leaders have taken place behaviour over the lunchtime period and this, including the hall, shows improvement. Feedback and points for improvement were given where needed. There is a new system in place in the corridor and music is being used in the hall- this has had a beneficial effect upon noise levels in the hall.

**Impact Review two: April 2020**

Nothing further to add at this time.

3. To move out of the highest 20% of schools for FTE into a lower quintile

**Impact Review one : February 2020**

Direct data comparison is not available as published national figures are only available for 2017/18. Using those figures as a guide this year we will be in the highest quintile for total rates of FTE. However for children with repeated fixed term exclusions we currently would not be in the highest quintile based on 2017/18 figures.

**Impact Review two: April 2020**

Nothing further to add at this time

4. Class teachers to be given greater responsibility in the return to academy procedures following agreed academy format

**Impact Review one : February 2020**

Due to the high level nature of some FTE and the inexperience of some class teachers we have used this approach with identified class teachers who have been given greater responsibility. Where this has been used (for example a Year 2 child) there have been no further exclusions.

**Impact Review two: April 2020**

Nothing further to add at this time

5. Information to be given to all parents regarding positive behaviour expectations

**Impact Review one : February 2020**

Not actioned yet.

**Impact Review two: April 2020**

During the COVID 19 closure period several pieces of information were shared with parents about mental health and wellbeing. These supported parents with managing children during the lockdown, children's behaviour choices, coping with anxiety, stresses and worries and wider mental health issues.

6. Fall in repeated exclusions for key children across the year- case studies showing actions taken and their results.

**Impact Review one : February 2020**

10 children have received FTE to date. Of those only 1 has repeated exclusions, 9 have not had further exclusions. The use of new procedures and recording around exclusions seems to be making the use of FTE more effective, although this needs to be shown over a greater period of time.

**Impact Review two: April 2020**

Nothing further to add at this point