Strategic Development Strand 1: Catholic Life/Religious Education/Collective Worship

	Aims	Person responsible	Resource and costs	Think SEND	Monitoring person and method	Success Criteria
1	Expand and further develop our Catholic Character Education programme	GM/DM	Resources from the Jubilee centre	Help to prepare SEND students for adulthood and their role in making the world a better place.	GM – at weekly meetings with DM/ST	Our bespoke virtues are embedded within collective worship, RSHE and day to day college life, enabling our students to become 'a person of good character' Students can articulate the college virtues and mission.
2	Enhance the spiritual experience of students during form collective worship Increase the use of students planned worship	DM/Tutors DM/AP	Seasonal Prayer board resources Minimal costs	Ensure the students rota reflects the percentage of SEND students in your form.	DM/GM/ST – 'We have come to pray with you' DM/AP	A prayerful, reverent atmosphere is created including moments of stillness, reflection, and instrumental music. An increased number of students are actively involved in planning elements of collective worship.
3	Evaluate the use of teacher feedback in Religious Education.	AP	Minimal costs	Know your students – Feedback sheets reflect SEND notes for individual students.	AP	Effective use of feedback consistently informs and improves pupil progress. Regular diarised monitoring takes place, including learning walks and T&L folder reviews by the HOD and SLT.
4	Design the RE Curriculum framework to reflect intent/implementation and impact and new diocesan themes.	AP/GM/ST	Minimal costs	All aspects of the RE Curriculum are accessible for SEND students. Ensure staff are equipped to deal with any subsequent disclosures.	AP/ST/GM at diarised curriculum meetings	Sequential learning journey across KS3 established with key knowledge being regularly revisited. New RE curriculum content reflects diocesan expectations. Move to 10% KS3 time allocation impacts positively curriculum content and delivery.
5	Embed and develop the RSHE curriculum	AP	TLR for new person to co-ordinate delivery TenTen any other bespoke resources. Plan to move to one hour a week delivery in addition to the current RE teaching allocation.	Review any content that may be sensitive to some SEND students.	AP/ST at diarised meetings	Successful leadership and delivery of RSHE. TenTen resources being used for bespoke RSHE lessons and whole year group event days. A comprehensive RSHE programme is established, and staff are confident in delivering the content.
6	Embed Catholic life elements within all subject areas	ST/DM/HOD's	Minimal costs Holocaust Education Programme		ST/GM at diarised HOD's curriculum planning meetings.	Schemes of learning contain evidence of where the Catholic Curriculum is specifically taught.

					Departmental adoption and promotion of chosen virtues. A heightened sense of community is established, and students grow as people of good character so that society can continue to flourish.

EVALUATION ARRANGEMENTS

Diarised termly formal visit from Fr. Brian our Catholic Life Governor and subsequent CL/RE/CW report then presented to the full governing body

CL/RE/CW Annual monitoring schedule and termly evaluation of completed by the PICCL

Diarised fortnightly RE departmental Meetings and half termly whole school curriculum planning afternoons

Diarised weekly discussion and review at heads meeting with the two deputies

Regular meetings to review our S48 SEF document – DM/AP/ST/GM

Evaluation (RAG)		
Autumn term	**Spring Term**	**Summer Term**

	Strategic Development Strand 2a: Design an inclusive whole college curriculum with a clear structure and sequence					
	Aims	**Person responsible**	**Resource and costs**	**Think SEND**	**Monitoring person and method**	**Success Criteria**
1	Continued training of SLT and Heads of Department to review and develop our evolving curriculum and to reflect the college priority of 'Think SEND'.	ST/PE	Cover Training courses for ST/PEGM Venue for training hire	HODs to include information alongside schemes of learning that reflect how they will adapt Layer 4 lessons and activities to ensure the curriculum is accessible to all students. The curriculum intends that students with SEND know more, remember more and can do more	ST GM carry out Department curriculum review meetings Summer 2021	Training and planning meetings result in adapted schemes of learning that show changes made to the delivery of lessons at Layer 4 Curriculum review meetings reveal that subject leaders have held departmental discussions so that all are clear on what needs to be adapted and why. A reflection with HOD and SLT links on the sequencing of lessons and themes so as to build on prior learning and maintain a sense of 'journey', that logically follows a coherent accumulation of knowledge. HOD minutes to show evidence of discussion on sequencing of lessons, every two weeks at RS meetings. The embedded curriculum planning afternoons to focus on adapting schemes of learning in light of 'Think'SEND'.
2	A review of the newly planned curriculum to ensure that all stages of the planning process are embedded, fully written and being taught according to agreed plans.	GM/ST	Meeting time	A reviewed curriculum with SEND students in mind will aid access and understanding	GM/ST Curriculum review meetings and Quality Assurance learning walks	Layers 1-4 are evidently completed and being followed sequentially, according to planning and review discussion. The knowledge-rich curriculum is being accessed by all and is benefitting understanding as evidenced in formative and summative assessments, and student evaluation.
3	Sequencing of the curriculum to be reviewed and the horizontal, vertical and diagonal links with the subjects and across all curricula to be plotted, explored and analysed.	ST	Meeting time ST training on curriculum design	The college curriculum is accessible to all learners including those with SEND	ST/GM	Evidence of links in subject schemes discussed with HODs and SLT links. All schemes of learning have been interrogated to discover the links across all subjects and these made explicit in an overview document. Teachers can explain the horizontal, vertical and diagonal links in their curriculum in relation to knowledge components students should have already learned. Teachers able to articulate "why this?" and "why now? In terms of sequencing. Termly meetings with GM, ST and HOD reference Ofsted Research review series https://www.gov.uk/government/publications/princi

					ples-behind-ofsteds-research-reviews-and-subject-reports
4	SLT monitoring of the curriculum through the yearly timetable of quality assurance of Teaching and Learning and Curriculum Development.	ST	N/A	Ensuring the curriculum is accessible for students with SEND	ST SLT links	That the programme of quality assurance takes place according to the published dates and feedback used to inform future planning and CPD.
5	To coach the Leadership Team to have impactful and well-informed coaching discussions and planning meetings with subject leaders, so they can guide them to reflect on their curriculum design.	ST	Meeting time	Guidance will lead to conversations that check students with SEND are being planned for in the curriculum and in lessons.		Half termly minuted SLT meetings take place and lead to a review of aspects of the schemes of Learning to reflect key college themes, ie Think SEND and lesson design. SLT to receive coaching/training by ST prior to each meeting with link HODs and to feedback at SLT meeting the week after. Feedback to reveal that HODs have responded to the coaching discussions.

Evaluation Arrangements

Evaluation (RAG)		
Autumn term	**Spring Term**	**Summer Term**

Strategic Development Strand 2b: Implementation of the curriculum through classroom teaching

	Aims	Person responsible	Resource and costs	Think SEND	Monitoring person and method	Success Criteria
1	Think SEND' requires that all teachers reflect on how they teach and implement the curriculum. To achieve this teachers will undergo regular training to grasp what adaptations need to be made to their every lesson, everyday practice	ST	Reading material	Training to support teachers to adapt lessons enabling full curriculum access for students with SEND All teachers have a PM target linked to SEND	ST – check attendance to meetings SLT QA learning walks T&L folders	Having received regular training, teachers and LSMs change and adapt their presentations and lesson activities to enable access for all to the schemes of learning. Evidence to look for in lessons include: arrival slide, attention to addressing cognitive load, chunking complex ideas and information, imagery, and lettering in PowerPoints and in handouts, retrieval practise, spaced learning and repetition. QA learning walks will be used to check changes are being made which will record adaptions when seen.
2	Continue monitoring that all teachers are committed to the 'Know your students' whole school focus. Teachers are required to know the distinctive learning needs of all students and their personal circumstances that may impact how effectively they learn.	ST/MF	N/A	By 'knowing students' teachers will be able to address the needs of SEND students and plan for them for each lesson.	ST T&L briefings Dept Raising standards meetings CPD T&L folder monitoring SLT Learning walks	All teachers have annotated seating plans in their T&L folder which they refer to each lesson and make relevant written notes. QA learning walks give evidence of teaching that responds to students' needs and progress data reveals impactful learning.
3	To support literacy there will be training on a whole school implementation of the Frayer model approach to language in the classroom and 'Up for Debate'.	ST/FH	PiXL resources Creation of word displays £1000 for texts – covid catch up £5000 for maths intervention – covid catch up	The Frayer Model is cited by the EEF as a useful method to aid understanding of key vocabulary	Dept raising standards meetings	Schemes of learning and 'layer 4' lesson activities and presentations include the use of the Frayer Model approach to key words. They are being used as Do It Now activities, homework tasks etc Examples of key words in this style displayed on classroom walls. Ways to make up for losses In reading implemented e.g. form readers purchased Maths interventions in place to close gaps in attainment due to lockdown
4	Curriculum Planning afternoons to reflect the key priorities of 'Know your students'; 'Think SEND'; Literacy	ST	Planning time CPD resources materials and reading matter	Supporting the Think SEND initiative	ST and SLT to plan for and deliver training	4/5 Planning afternoons planned for in the diary throughout the year. Feedback from teachers via HOD meetings to show that training has been helpful and relevant, informing good practise. There is an overarching statement in the Schemes of Learning that show how the learning has been adapted to 'Think SEND'.
5	All departments can articulate how their curriculum and teaching	ST and GM	N/A	Students with SEND need extra support	ST and GM	Teachers can identify crucial knowledge components and emphasise these to ensure they are

	impacts on students' long-term memory by adapting daily practice and lesson resources			in building long-term memory. To address this is a key aim.		remembered long term as evidenced in learning walks.
6	Use of knowledge organisers in the classroom as well as in Google Classroom to support learning and ensure inclusivity.	ST	Photocopying costs	Adoption of KO's in the classroom will aid working memory for SEND students	ST HODs Curriculum meetings Raising standards meetings	Tabletop material being used in all lessons to support learning and aid working memory, as noted in Learning Walks. E.g. vocabulary lists, learning mats and booklets, word mats, Frayer model charts.
7	Full schemes of Learning to be accessible for all students on the college website to support learning at home and provide parents with the information to be able to support the learning at home	HODs/ST/PE	N/A	Students with SEND will benefit from access to schemes of learning and presentations to aid preparation for learning and for review and revision. LSMs can access these to support pre-learning and familiarise themselves to improve subject knowledge.	ST Regular checking of the college website to ensure all schemes of learning are published.	All Schemes of Learning are on the website and feedback from students and parents gives evidence that access to them is benefitting learning.
8	Fully embed the yearly timetable of quality assuring Teaching and Learning and Curriculum Development.	ST	N/A	Ensuring the curriculum is accessible for students with SEND	ST SLT links	That the programme of quality assurance takes place according to the published dates and feedback used to inform future planning and CPD.

Evaluation Arrangements

Evaluation (RAG)		
Autumn term	**Spring Term**	**Summer Term**

Strategic Development Strand 2c: Impact, outcomes and Raising Standards

	Aims	Person responsible	Resource and costs	Think SEND	Monitoring person and method	Success Criteria
1	Introduce strategic and co-ordinated approach to wave 2 and 3 intervention provision to ensure all students achieve their potential. Any action taken to keep a child in the classroom is an intervention.	PE/ST	Intervention co-ordinator salary. Training time.	PE/ST/MF to monitor SEND student participation in interventions and assess impact through regular review meetings.	GM/SLT	Introduce the "classroom first" intervention model. The most effective learning environment is the classroom. The goal of all interventions must be to enable students to learn within the classroom. All wave 2 and 3 interventions provided by the College are co-ordinated. All wave 2 and 3 interventions are run following the "diagnosis, therapy and test" model. Students specific needs are identified, clear goals are set for the intervention. The impact of the intervention is assessed. Teachers, external practitioners and support staff use a common language of intervention to improve communication with students and parents. When students can function in the classroom environment independently, wave 2 and 3 will be replaced by monitoring.
2	Embed a strategic and co-ordinated approach to raising standards and tracking progress of all Year 11 students to ensure all achieve on or above forecast grades.	PE/ST	Meeting time, photocopying, letters to parents	Weekly	ST, PE at weekly meeting with relevant parties	The following are carried out and become embedded into the college culture: •2x parent seminars preparing for Year 11 GCSE study and parent support •PEP (Pupil Exam Preparation) meetings with identified students and parents (L20) •L20 identified in all departments, discussed in departmental RS meetings •Weekly Maths and English RS meetings •Termly RS meetings with all HODs •WTM's for L20's and vulnerability groups •Revision drive: compulsory after school revision for L20's including late revision in the Library; pre-exam revision for L20's; new Year 11 revision website; Year 11 after school revision timetable. •PIXL – embed Perform, Wave, Unlock, Apps •PP Barrier report – all PP students interviewed using a barrier to learning profile •Rearrange tutor groups in line with progress and effort to focus on revision and study techniques. Students divided into 10 bespoke morning tutor groups.

3	Provide LSMs with a structured training programme to support SEND wave 3 intervention and individual intervention timetables.	PE/ST		LSM wave 3 intervention specifically focused on SEND students	GM/SLT	LSMs receive training on the "diagnose, therapy, test" model. Focus on specific PIXL strategies to support their wave 3 intervention programme. Each LSM receives a teacher-style timetable.
4	Embed a whole school literacy programme supported by PIXL Unlock and whole school debating programme – Up for Debate .	PE/ST/FH	Pixl Unlock subscription	FH works with MF to ensure SEND specific strategies included in programme	GM/SLT	Staff are trained at launch of strategy. Lesson planning and curriculum schemes contain tier 1, 2 and 3 words. Students aware and use with confidence subject specific tier 3 words.
5	Raise standards of all students by amalgamating, wherever practical, all data and support systems into one cloud based MIS (including adoption O365 as standard)	PE	£21,000 plus ongoing licence support	SEND students data, tracking and progress easily accessible to all staff. Patterns in progress and progression easily visible	GM/SLT	SIMs replaced with cloud based MIS. End use of existing systems – Edutrack, Mintclass, IRIS coms, 4Matrix. Report grades analysed which informs our wave 2 and 3 intervention programme. New report template designed.
6	Raise standards of all Year 7 SEND students by providing them with an individual Chromebook to support in class and at home learning.	PE/BP	£6,000	SEND students receive an individual Chromebook.	GM/SLT	Every SEND student receives a suitable machine with appropriate safeguarding software. Each student will receive wave 3 intervention to guide them in classroom and at home use of the resource.
7	Embed use of CAT4 tests with new Year 7 students to ascertain cohort learning profile and learning gaps	PE	£9,000	SEND students supported through process with caseworker LSM	GM/SLT	All new students take CAT 4 and Pass entry tests. Information shared with HODs , SENCO and wellbeing team to adapt students curriculum accordingly. Information used as basis of wave 2 and 3 Year 7 intervention programme.

Evaluation Arrangements

Evaluation (RAG)		
Autumn term	**Spring Term**	**Summer Term**

	Aims	Person responsible	Resource and costs	Think SEND	Monitoring person and method	Success Criteria
	Strategic Development Strand 3: Personal Development, Behaviour and Welfare					
1	Plan a dynamic RSHE curriculum which is differentiated and tailored to meet the needs of all students including those with SEND. (Cross reference with SDS 4 action 1)

The college is working with UCL on becoming a Holocaust Beacon School. The aim of this is to weave a heightened awareness of genocide and key issues such as Black Lives Matter, Human Rights and British Values into our curriculum. On a cultural level being a Holocaust Beacon School will further enhance the sense of community in the college and emphasise the importance of the college's drive for staff and students to grow as people of good character so that society can continue to flourish. | CM/AP/KM/ST | RSHE Lead £2000 Books/resources Collapsed RSHE days | Ensure resources used are accessible to SEND students and monitor the impact on students with EHCPs- CM to monitor | CM to complete learning walks and reviews of tutor time and update resources based on evaluation | Embedded and clearly sequenced RSHE curriculum is being delivered to all students through tutor time and pastoral time
Plan to increase the allocated lesson time to one hour per week for RSHE from Sept 22.
Appoint a member of staff to have overview of the RSHE curriculum to ensure that it is relevant to a student's age and development.
Review staffing of RSHE and ensure training is in place for the delivery of the curriculum.
RSHE is viewed as a subject in its own right with assessments in place and reporting. Ensure there are opportunities for feedback to parents on what is being taught in RSHE.
College website has a section dedicated to RSHE to ensure openness and transparency.
Weave and embed the development of the college's virtues into the RSHE curriculum to further enhance the college's vision of developing people of good character.
Schemes of Learning in place for each year group which identify age appropriate content
Ensure staff know how to deal with potential disclosures following lessons.
Assessment of understanding through low stakes testing and questionnaires had been designed and embedded to follow how college assessment policy.
Achieve Holocaust Beacon School status. |
| 2 | Employ a new member of staff to support and co-ordinate the Early Help support offer in the college. | KM/CC/GM | £12000 | Knowing your students - additional support for students with SEND as they are more likely to be excluded or have | KM/CC/HOY weekly meetings with HOY and pastoral team SLT SEND half termly meeting | Member of staff appointed
Put in place Trauma Informed practitioner training if necessary
Clear line management system in place
SEND exclusion rate remains low
Unauthorised absence rates of vulnerable students including PP and SEND reduces |

				persistent absence issues		Impact of intervention analysed at SLT meetings as evidenced in the SEND/PP intervention overview excel document
3	Embed a consistent approach to behaviour for learning building on the success achieved with behaviour over the last three years	KM/CC/ST	Resources for St John Bosco room Education Psychologist assigned to behaviour ½ morning	Consistent approaches to behaviour learning leads to positive relationships and has significant impact on learners with SEND	KM/CC/LS/HOY analysis weekly weekly meetings	Implement further training for staff on how to "Run the Room". SLT callout data shows less low level disruption removals Refresher training on the behaviour for learning strategy in the classroom carried out termly, initially on the September training day and termly thereafter.
					ST to monitor MAS meeting impact	MAS meetings taking place to enable the development of personalized strategies for students experiencing difficulties with behaviour for learning. Evaluation of the impact of the MAS meetings a half term later shared evaluation document. HOD detention data shows reduction in number of students not completing homework.
					ST monitor HOD detention	HOD detention data shows reduction in number of students not completing homework. Monitor HOD homework detention to identify students who may be experiencing challenges at home. Homework support/club offered as a result of analysis - intervention.
4	Reduce unauthorised absences among our PP and SEND cohorts and Improve the attendance of PP/SEN students through daily monitoring. Verbal phone contact with home every day key PP / SEN students are off.	CS / CC / HOY	Small weekly rewards & termly vouchers	SEN are on focus list and called daily if no reply to text message. Afternoon courtesy calls to see how they are when off and promote quicker return after illness. SEN & PP students to be included in weekly 100% attendance	CC / CS / GMC fortnightly meetings with unauthorised data tables CS / HOY fortnightly catch up with HOY with year group data and actions	Improved PP and SEND attendance with the expectation that it is in line with non PP and non SEND peers. Reduction in unauthorised absence in our PP and SEND cohort. All 10 days absences reported in line with our college policy. Use of FFT attendance tracker to monitor and identify patterns which then inform practice. Evaluate trial of attendance catch up form and roll out to KS3 if successful. Tracking the academic progress of highlighted students with previously low attendance shows how spending greater time in the classroom impacts the learning. Eg's can be evidenced and shared at SLT meetings.

5	Continue to develop our Careers education offer .	CC / JH NB - compass plus	START Programme to be used until evaluation	PP and SEND prioritised for WX and careers interviews and any other activities provided	CC / JH	The evaluation of the upgrade to Compass plus reveals its effectiveness. All year 10 students have had a careers interview All schemes of learning in all subject areas reference careers pathways and staff are aware of how this links to the Gatsby Benchmarks Virtual work experience takes place in years 9 and 10 Staff training taken place on the Gatsby Benchmarks so that they are aware of how their subject curriculum fits into the whole college approach to careers.
6	Students develop confidence and self-esteem through wave 2 interventions	KM	Be You programme £5030 Resources for The Edge and rewards	SEND students included in alternative programmes and staff know there needs. A recognition that the classroom is still the best place for these students	KM/MB ongoing review of content and progress of students	Termly student voice evidences that students feel confident in school and have the resilience, communication, organisation skills to learn Evaluation of student progress shows impact in terms of behaviour and attitudes to learning
7	Monitor and quality assure the effectiveness of AP at to ensure it is meeting the needs of our students.	KM/MF	Funding for students on AP £10000	Ongoing reviews of SEND students provision so needs are being met	KM/MF/KE ongoing 6 weekly meetings held with provision	Students engaging with alternative education and attendance, behaviour and progress data reveals successful engagement with learning in school. AP policy reviewed and being followed

						6 weekly check ins taking place and paperwork in place Attendance at AP monitored All safeguarding checks in place Schedule of AP visits in place with all SLT taking responsibility In-house AP is in place and meets the needs of our students as evidenced through attendance, behaviour and progress data.
8	Restorative justice and practise across the college to be revisited as a priority, with a refresher training for all staff and full training for all new staff in the last two years.	ST	ST to lead the training – no cost New staff in the last two years to undergo 2-3 hours training – cover costs Refresher training for all staff in CPD time – no cost	RJ and RP focuses on how we speak to each other. Staff speaking sensitively will benefit SEND students whose behaviour can sometimes arouse negative language in staff. Some students with SEND (eg ASD) struggle with empathy. Thinking about how others feel will be a challenge but an important learning experience in preparation for life in wider society.	ST Circle time SLT QA HOY feedback from tutors Circle time resources review by ST A review of how RJ meetings are logged by LS/UA and HOYs and responses analysis by ST	A whole school restorative approach reduces conflict between peers and between staff and students. This can be evidenced in behaviour data – HOY detentions, SLT detentions, SJB room attendance. Improved data to evidence success over time. Evaluation of student voice from those who have taken part in RJ meetings Positive feedback from the pastoral team

Evaluation Arrangements

Evaluation (RAG)		
Autumn term	**Spring Term**	**Summer Term**

Strategic Development Strand 4: Safeguarding

	Aims	Person responsible	Resource and costs	Think SEND	Monitoring person and method	Success Criteria
1	Findings from Ofsted review into sexual abuse in schools are embedded into college approaches to safeguarding and RSHE	GM/KM/ST/CC	£5000 initially	Staff recognise that SEND students are at increased risk of sexual abuse and the college ensures that the RSHE curriculum is accessible to all. The delivery of RSHE follows the college principles of high quality teaching	GM/KM/ST/CC Learning walks Student voice Curriculum development meetings SEND SLT half termly meetings	A sequenced RSHE curriculum, based on statutory guidance, that specifically includes sexual harassment and sexual violence, including online is in place. High-quality training for teachers delivering RSHE has occurred. Routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse. The college behavioural approach, includes sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated. The college has evidence to show that it is working closely with LSPs to ensure that we are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour. Training has taken place to ensure that all staff (and governors, where relevant) are able to: better understand the definitions of sexual harassment and sexual violence, including online sexual abuse. Identify early signs of peer-on-peer sexual abuse. Consistently uphold standards in their responses to sexual harassment and online sexual abuse.
2	DSL & deputy DSL to receive supervision throughout the year	KM/KE/GM	£1000 Malachi – Covid catch up funding	Ensure that staff are able to fulfil their roles in supporting all students	GM	On-going support taking place for DSL & Deputy DSL through challenging cases to reflect on practice and evaluated.

3	Create an Early Help team from pastoral staff, use a holistic approach for whole school meetings with students and parents using the signs of safety template.	KM/HOY/SLY	Early Help coordinator salary £14000 part funded from covid catch up	HOY to work with SENCO and LSM to ensure communication and support is provided for vulnerable learners.	KM/GM	Pastoral rebranded as part of Early Help offer. Early Help Support Co-ordinator appointed. Signs of safety template standard practice in all parental conversations.
4	Update policies that link into safeguarding to ensure all procedures are followed by all staff to ensure students safety. Create a peer on peer and mental health and wellbeing policy.	GM/KM/MT/MF/PC	-	Ensure risks to vulnerable learners are included and what additional support can be offered.	KM & GM Governors review meetings for safeguarding	All polices reviewed and up to date Safeguarding policies uploaded onto the college website and reviewed by governors annually Peer on peer and Mental Health and Wellbeing policies in place and ratified
5	Bullying and prejudice incidents are recorded on My concern and incidents analysed for patterns	HOY/KM/CC	-	Analyse SEND students and see if further information and support need to be provided for these students	KM & link governor Analysis of incidents and scrutiny of procedures followed	Statistics are readily accessible. Analysis of data to used to monitor Early Help procedures in school. Analysis of data shows numbers of bullying and/or prejudice incidents are reducing. RSHE curriculum clearly shows that students are learning about the impact of bullying and prejudice incidents.
6	Ensure that LAC and PLAC students are achieving in line with their peers	KM/HT/SG/LS	PP+ funding per student	Ensure LAC and PLAC student have access to SEND assessment etc of required to ensure progress can be met and support can be provided	KM Overseeing PEP and attending PEP meetings	Students are making progress against their targets on PEP Ensure training for LAC mentors is ongoing Review effectiveness of the LAC mentor team Monitoring of intervention/support plans by Virtual School is in place Attendance of LAC and PLAC students is in line with peers
7	Contextual safeguarding evidenced in the RSHE curriculum	KM/CC/CM	-	Curriculum is accessible for all learners and risks are highlighted in more detail for vulnerable students	KM, ST, AP learning walks, schemes of work Student voice Book scrutiny	Anti social behaviour is the main issue in our context – lessons based on this are built into schemes of work for RSHE Students know how to report safeguarding concerns Local and national issues which arise are addressed in the RSHE curriculum.

8	Embed Skodel into college safeguarding process to increase staff awareness of student wellbeing	KM/GM	£1200 for Skodel from covid catch up funding	Ensure the platform is accessible to all vulnerable learners.	KM – online platform analysis & resources	Rapid response to student issues Monitoring of Skodel in place and impact reviewed. Findings shared with SLT and governors
9	Assign a Mental Health Lead in school to develop a whole school approach to mental health and wellbeing	KM	£3000 to £5000 from covid catch up funding	Ensure the whole school approach and provision includes support for our vulnerable leaners	KM/GM	Evidence from Student Voice shows that students believe the college is a safe place Attendance of vulnerable groups is high Mental Health lead in place and trained

Evaluation Arrangements

Evaluation (RAG)		
Autumn term	**Spring Term**	**Summer Term**

Strategic Development Strand 5: SEND

	Aims	Person responsible	Resource and costs	Monitoring person and method	Success Criteria
1	Support students with SEND as part of a proactive approach to supporting all students. This means understanding the specific barriers students face to learning and what they need to thrive so that they can be included in all that the college has to offer.	GM, ST, MF	National College resources £1200 – covid catch up funding Covid catch up £2000 for provision mapping software	GM, ST, MF Weekly SEND meetings Evidence of provision mapping Staff training programmes Learning walks Half termly SEND SLT meetings	Staff aware of the four broad areas of need while recognising that there is variation within these areas of need and that needs can co-occur. Know your students initiative driven through SEND staff briefings, curriculum vision statements. Provision mapping of LSM support is coherent and planned. LSMs communicate at least half- termly with parents of students on the SEND register Staff training develops competence in identifying and supporting the barriers which students face. Ensure that student info is regularly updated on Mintclass. Staff training develops competence in identifying, assessing, meeting the needs and addressing the barriers which students face Effective provision mapping in place which clearly shows how funding is being spent on SEND students. Parent questionnaires evidence that co-production is effective. Positive and trusting relationships are the cornerstone of this.
2	Create a positive and supportive environment for all students without exception.	GM, ST, MF, CC, KM	£7000 for enhancements to classroom environments	GM, ST, MF Weekly SEND meetings CPD programmes Learning walks	Create a video of our SEND students sharing their college experience to enhance and develop positive teacher relationships with SEND students. Parents able to book meetings with SENCO at online parents' evenings Ensure that classroom environments are conducive to learning, replace faulty projectors, new whiteboards where necessary, a focus on seating plans to

					ensure students can hear the teacher clearly, can see the teacher's face, have a clear view of the board, ensure that lighting is adequate. Teachers focus on learning about the individual profiles of the students they teach in order to maximise the effectiveness of their teaching. Ensure that students with specific learning difficulties (C&L) have exercise books in all subject areas with preference coloured paper. Teach learning behaviours alongside managing misbehaviour. Ongoing CPD for staff. Have a clear and consistent approach to all aspects of behaviour management and use if sanctions. Outreach work with Perryfields PRU as the local Behaviour hub to ensure identified students are being fully supported.
3	Build an ongoing holistic understanding of our students and their needs	GM, ST, MF	£1200 National College membership £3400 for CAT 4 tests and PASS surveys – covid catch up	GM, ST, MF. DM. KM Weekly SEND meetings CPD programmes Half termly SEND SLT meetings	Survey parents about how the college could communicate more effectively with them and what type of information they would find most useful. Monitor and evaluate student information on Mintclass. It must be accurate and up to date. Review the college's approach to co-production including SEND information on the college website. Apply evidence from EEF report "Working with Parents to support Children's learning". Implement transition planning at key points in a student's career at the college to include transition from one year group to the next. Key points identified as Year 6 to 7, 9 to 10 and 11 to 12.

					ILP reviews with SEND students half-termly and new SMART target set when necessary. Monitoring of student progress taking place at report times to highlight potential unmet needs. CAT 4 tests and PASS surveys purchased for all SEND and PP students to highlight gaps in learning and further inform interventions lockdown
4	Ensure all students have access to high quality teaching	GM, ST, MF	£14000		GM, ST, MF. SLT links Weekly SEND meetings CPD programmes Learning walks Book scrutiny	Ensure that staff are implementing evidence from cognitive science on how students learn. Working memory, cognitive load, dual coding, repetition, Think Pair Share and retrieval practice should all be familiar concepts to teachers of children with SEND. These strategies will be shared at weekly cpd sessions and curriculum planning afternoons. Staff use these as a toolkit to draw upon depending on the needs of the students in their classes. SLT QA through learning walks to monitor implementation. Teachers use the Frayer model as a metacognitive approach to understanding key subject terminology. The college adopts an explicit instruction model based on "I do, we do, you do". Non examples will be used as part of explicit instruction. Using technology to support students with SEND, approaches will be based on the EEF report "Using digital technology to improve learning". Purchase chrome books for all students with SEND to use in school and at home
5	Complement high quality teaching with carefully selected small group and one to one interventions	ST, MF, PE, SK	£20 000 Covid catch up		Weekly SEND meetings Half termly SEND SLT meetings Intervention team meetings	The basis of intervention is that it is undertaken with the aim of getting students back into the classroom. This classroom first model is central to the

					college's approach and is understood by all staff who work with SEND students. Create time for intervention tutors to meet with classroom teachers to ensure that the interventions are integrated with the mainstream curriculum. Timetabling ensures that students who need the most support get the most intensive input from a skilled practitioner. Intervention co-ordination team informs SLT of the impact of interventions. Evaluate the impact of wave 3 interventions from trained professionals. Collate this info into an accessible spreadsheet so that relevant staff can see which child is getting particular support. Consider if there are gaps in our current provision.
6	Work effectively with Learning Support Mentors	ST, MF, GM	£2000 for CPD £20000 for deputy SENCo	Weekly SEND meetings Half termly SEND SLT meetings Intervention team meetings LSM team meetings	Training programme in place for LSMs on Diagnose, Therapy Test. LSMs can articulate their role as wave 2 and Wave 3 intervention. Provision mapping shows that the deployment of each LSM has been carefully considered. LSMs each have a weekly timetable of in class support LSMs trained and supported to use techniques to help students scaffold their own learning Teachers also supported to rethink how they deploy LSMs in classrooms. The aim of this is to increase student independence and will draw on the EEF report "Making best use of teaching assistants". Agreement drawn up for teacher/LSM interactions. LSM policy investigated and implemented if appropriate. LSMs to share relevant information that impacts learning from ILPs. They also attend meetings with subject teachers

				about highlighted students to make recommendations for the classroom. Appointment of deputy SENCo to reduce administrative load on SENCo

Evaluation Arrangements

Evaluation (RAG)		
Autumn term	**Spring Term**	**Summer Term**

Strategic Development Strand 6: Growing Governance

	Aims	Person responsible	Resource and costs	Think SEND	Monitoring person and method	Success Criteria
1	Undertake a review of SEND governance in order to ensure that the board's responsibility for learners with SEND is being met.	GM, PC, MF, PF	Minimal - training for new SEND link governor Resources for governors £500	Governors need to ensure that no child is missed and that no child misses out. Governors involved in building a culture which welcomes students with SEND and their parents. Governors model a culture of high aspiration for all learners. Governors ensure a balance of inclusion as inclusion for one group of students with SEND may not be inclusive for another	GM, ST, MF, PF	The board monitor and evaluate progress towards the effective implementation of strategic priorities and goals for SEND. New SEND link governor has relevant training and diarised meetings in place with HT and SENCO. The board confirm that the curriculum is accessible and works well for all students. SEND is built into the work of all committees. Reporting and publication of key SEND information is made available publicly including relevant policies and the SEN information report. Governors monitor the implementation of the SEND code of practice with an emphasis on Chapter 6. Governors are fully informed of relevant SEND data, including funding and how the college compares to other schools locally and nationally. All governors recognise and understand their accountability towards learners with SEND. The board understand the impact of the SEND notional budget and the impact of how leaders have deployed other key SEND resources such as the SENCO and LSMs. Governors are aware of how the college is realising its anticipatory duties in relation to reasonable adjustments as per the Equality Act 2010.

2	A calendar of governor visits created to monitor and report on key college priorities	GM, MT, PC		All governor visits include a focus on how that area is focusing on high aspirations and accessibility for learners with SEND	GM, MT	Link governor visits undertaken in the following areas; Pupil premium and LAC 3 times a year Safeguarding 3 times a year SEND 3 a year English 2 times a year Curriculum 2 times a year Catholic Life 3 times a year Personal development and welfare 2 times a year (linked to anti bullying and)
3	Governors actively involved in building a supportive school ethos which promotes student and staff wellbeing.	GM, PC, KM	£4000	Governors model a culture of high aspiration for all learners	GM, PC, KM	Governors involved in student and staff voice to promote student wellbeing. College signed up to staff wellbeing charter. Key staff trained in mental health awareness including the appointment of a Senior Mental Health Lead. Report produced on steps taken to reduce staff workload and promote wellbeing e.g. staff pulse surveys and staff absence reports.
4	Report to governors on the statutory information that a school must publish on its website	GM, MT	N/A	Ensure that all policies and documents relevant to SEND students are up to date, in place and clearly available on the college website for parents	GM	SEND information report ratified by governors and available on the website in an accessible format. SEND info report also available in college reception. Policies linked to SEND reviewed and ratified annually. SEND section of website redesigned and updated. Ensure that all governors have access to specialist knowledge and information in relation to SEND and inclusion e.eg NASEN.
5	Governors receive safeguarding updates from DSL on changes to KCSIE 21		N/A	Governors aware of how safeguarding approaches impact on students with SEND		Governors undertake all necessary safeguarding training. Safeguarding report to governors three times a year. Presentation to governors on key changes.

6	Improve governors knowledge of college data and college priorities		Possible training £250	Ensure all data is broken down against SEND and the four broad areas of need. Interrogate SEND specific data sets to benchmark the college against other schools.		All governors familiar with college data and regional and national data sets. Governors confident in asking probing questions and identifying trends of under/over performance Ensure that the Safeguarding Governor is informed enough to be able to challenge us on our procedures and decisions. Ensure that safeguarding governor has had relevant training and is highlighting to governors how the college is being challenged in terms of these procedures and decisions.

Evaluation Arrangements
Weekly SEND strategy meeting with HT, DHT and SENCO
Half termly SLT meeting with SEND as sole agenda item
Termly link SEND governor visit
Updates at F&GP six times a year and three full governing body meetings

	Evaluation (RAG)	
Autumn term	**Spring Term**	**Summer Term**