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| **F** | **Inclusion Action/Implementation Plan 2019-2020** | | | |
| **Problem** | **Intervention description**  **(What are the active ingredients?)** | **Implementation activities** | **Implementation outcomes** | **Pupil outcomes** |
| Intent   * In class provision does not always address the needs for SEN, EAL and disadvantaged children * Interventions do not always track progress or celebrate achievements of SEN, EAL and disadvantaged children * SEND and PP need more access to a wider curriculum to develop cultural capital   Learner behaviours   * Cognition and Learning children sometimes become as a result of inappropriate pitch and challenge across the different ability groups.   Attainment   * Whole school teacher assessments in Summer 2 2019, years 1-6 showed SEN children achieving ARE as:   Reading 12% Writing 8% Maths 14%  PP children achieving ARE as:  Reading 36% Writing 30% Maths 37%   * KS2 SATS 2018 for SEND was 13% reading 25% writing and 13% maths. * KS2 SATS 2018 for PP was 29% reading 56% writing and 32% maths. * KS2 SATS 2018 for EAL was 29% reading 36% writing and 43% maths. | **Active ingredient 1** (In class provision)  Develop consistency in scaffolding for groups of learners within the classroom for cognition and learning. (SEN toolkit for all KS2 classes)  Developing a clear strategy for SEMH children across school.  **Active ingredient 2**  (Changing mind sets)  Arrange whole school visitors modelling positive role models for SEND and EAL  Track opportunities within the PSHE curriculum to teach and celebrate differences.  **Active ingredient 3**  (TA knowledge - reading)  Develop consistency across school for 1:1 readers  Meet regularly with TA’s to share good practise and develop use of scaffolds within class.  **Active ingredient 4**  (Tracking and Intervention)  Use intervention tracking documents for all interventions and review regularly for impact. Monitor SEMH impact through Thrive and CPOMS and respond quickly and flexibly.  **Active ingredient 5**  **(Wider opportunities)**  Breakfast club will strategically target SEND and PP children  Lunchtime clubs will be developed to offer wider curriculum opportunities  After school clubs will be expanded to reach more SEND and PP children.  Astrea promise will include all SEND and PP children.  All year 4 children will access swimming and year 5 children will access a brass instrument. Spanish will be taught to children years 3 – 6, | **Training**  Astrea and Doncaster LA networking events attended termly by SENDCO.  KS2 TA specific meetings to share good practise and drip feed scaffolding for cognition and learning children.  Staff training in Autumn term on behaviour plans, 5 point scales and when and then.  Reading fluency training for TA’s in Autumn 2.  Spring 1 SEN staff meeting – all staff.  **Educational materials**  SEN resources for each class.  **Monitoring**  Monitoring schedule to support with specific interventions. Focus on reading fluency and arithmetic for PP children and phonics, IDL and precision teaching for SEND children.  SEND and PP compliance review with Naomi Reed 16th October 2019.  4th December SEN review  Wider opportunities for SEND and PP children will be monitored on a termly basis.  **Coaching**  More experienced TA’s and teachers to support TA’s with identified need  SENDCO working alongside staff in years 1,3,4 and 5. | **Short term**  **Fidelity*:***  All interventions will have a baseline and attendance measured.  **Reach*:***  Autumn term: SEND children across school, mapped on provision map.  **Medium term**  ***Fidelity****:*  Interventions will be showing positive impact for SEND and PP children.  **Reach*:***  Summer term: SEND and pupil premium children across school, mapped on provision map.  **Long term**  Intervention tracking will be embedded for all SEND and PP children across school and TA’s will be confident in analysing and responding to needs.  ***Fidelity****:*  All staff can talk confidently about the progress SEND and PP children have made using the intervention tracking system. | **Short term**  Accelerated progress for groups of learners in reading and maths evidenced through intervention tracking.  Increased pupil engagement of SEMH children in class.  40% of SEND and PP children will access a wider curriculum activity.  **Medium term**  Increased levels of progress for PP and SEND children evidenced through in school assessment data.  60% of SEND and PP children will access a wider curriculum activity  **Long term**  To reduce the gap between PP and SEND children and non PP and SEND children achieving ARE at KS2.  The gap between the number of behaviour incidents for SEMH children and none SEMH children is smaller in the summer 2 than Autumn term.  800% of SEND and PP children will access a wider curriculum activity |