



## Key Issue: A4

Early intervention, class-based provision and out-of-class provision need to be applied consistently with available resources. (Best Efforts) Children with moderate SEND do not always make appropriate progress.

## Context / Position Statement:

SEND provision throughout the school has improved through implementation of the EEF 5-a-day; there are areas of excellent provision and areas that need to be developed. School has 5 new members of staff this years that will need support and training in the EEF 5 a day implementation. SEND procedures are clear and paperwork is in place for all children on the SEND register. An increased number of children with significant needs means the majority of resources are focussed on those children. Teaching support staff is limited. The school is currently below national averages for children on the SEND register and EHCPs.



### PROBLEM - WHY?

1. **Teachers - New staff and need for consistency in quality of SEND provision across the school. Early and correct identification of need**
2. **Support staff need appropriate training and support in implementation of 5 a day to support children and teaching staff.**
3. **Leaders and Teachers - Early identification of need and embedded use of QFT strategies as well as improved additional and different provision and interventions. SEND register currently below NA suggesting unidentified needs.**
4. **Leaders and Teachers -PP Children – Children with multiple vulnerabilities not making appropriate progress**

### INTERVENTION

EVIDENCED INFORMED PROCESS  
DESCRIPTION – WHAT?

#### Active ingredient 1

Use of EEF 5 a day principles by all staff, planned use to implementation. Use of improved explicit instruction by all throughout the school, including use of behavioural cues, reduction of language, use of visuals to support understanding.

#### Active Ingredient 2

Support staff have an understanding of the EEF 5 a day, and increased access to ongoing training and support.

#### Active ingredient 3

Consistent use of Bradford SEND's assessment tools to identify needs and guide provision and intervention for groups and individuals. Staff

#### Active ingredient 4

Children with multiple vulnerabilities to be monitored and supported through a model which takes into account all aspects such as attendance, emotional readiness and learning difficulties.

### IMPLEMENTATION ACTIVITIES

- HOW?

#### **Active Ingredient 1**

Staff training and reviewing of 5 a day implementation including QA monitoring activities. DHT / SENDCO to cascade national and Trust developments to teaching staff.

#### **Active Ingredient 2**

Support staff training by DHT and SCIL specialist teacher. Support in class to reduce need for release. DHT / SENDCO to cascade national and Trust developments to teaching staff.

#### **Active Ingredient 3**

Staff training on APDR cycles, Bradford SEND's assessment tools and building staff's knowledge of suitable class based provision and interventions. Sharing APDR cycles with children as appropriate.

#### **Active Ingredient 4**

DHT to focus on children with multiple vulnerabilities to ensure these are flagged to staff and considered throughout. These children will be clearly identified on SEND register. QA monitoring to demonstrate all staff awareness of vulnerabilities. Support of a variety of agencies to be considered.

### IMPLEMENTATION OUTCOMES – (who, when, how)

#### **Short Term:**

**Aut 2024:** New and existing staff receive training and review EEF project. QA monitoring. Immediate review of class lists to identify SEND children. Staff receive training in the use of visuals and use of language. DHT / ECT Mentor to support New staff and ECT in implementation. Support staff meet with SCIL specialist teacher, plan made with DHT for priority support across the school. Staff training in assessment toolkits to help identify need and create APDR cycles. Further requests for 5 EHCP by DHT. DHT identifies PP / attendance issues on SEND register – shares with teaching / pastoral staff – a key worker approach – Early Help considered throughout. Identify KPIs.

#### **Medium Term:**

**Spr 2025:** Review of SEND register including emergent needs in EYFS / Year 1. QA monitoring focusing on support staff's acquired knowledge and implementation. Specific training in TALC and other assessments for relevant staff. Staff produce improved APDR cycles including new provision. Children are aware of their targets and what they have to do to meet them. Monitoring of vulnerabilities, pastoral staff included in reviews. Any issues / concerns flagged to key workers.

#### **Longer Term:**

**Summer 2025:** Final review of SEND register, including detailed handover to new staff. QA monitoring and appraisal reviews reflect support staff's implementation of 5 a day. Working with PVIs and other providers to identify needs of children. Summer reviews produce a full picture of child's needs and vulnerabilities, progress against KPIs measured.

### FINAL OUTCOMES

#### **Short Term:**

**Aut 2024:** All staff will have an understanding of the language of EEF 5 a day and planning QA monitoring will demonstrate implementation. Support staff will understand the language of 5 a day. High priority children will be on SEND register before census. All staff will be aware of children with multiple vulnerabilities.

#### **Medium Term:**

Staff demonstrate confidence in implementation of 5 a day. Support staff are able to voice confidence in their understanding of the principles of 5 a day. The identification of children with SEND will be confidently led by class based staff, demonstrated by clear APDR cycles. Children will be active participants in their learning and provision. Any emergent needs of children with multiple vulnerabilities will have been identified and actions put in place to mitigate.

#### **Longer Term:**

Consistent use of behavioural cues, simple language, visual support and clear explicit instruction across the school considering the needs of all children.

Support staff will be confident in implementing the 5 a day approach. Support staff will have developed their own knowledge and understanding of strategies.

Children will be placed on the SEND register if appropriate after consideration of needs.

Staff will be more confident in the identification of need and implementation of additional and different provision.

Children with multiple vulnerabilities will have made progress against their KPIs, as identified in Autumn 2024, this could include improved attendance, emotional resilience, academic achievement etc

Ingredient	Progress in Autumn term	Progress in Spring term	Progress in Summer term
Consistency and early intervention			
Support staff training – 5 a day			
Identification of need			
Pupil Premium and SEND			