

## THE OBJECTIVES OF OUR SEN POLICY

(Refer to school PSED Plan/Inclusion/SEN Leader of Learning Work Plan and objectives for 2017-20)

RAG rated: **Red** no progress or not actioned, **Amber** developing, **Green** achieve

The objectives of the policy over the next 12-18 months focus on the following:

- Enhancing parental involvement and confidence in the school's SEND provision;
- To enhance parental understanding of SEND, support available and the school's SEN information report;
- Monitor parental engagement and pupil progress for pupils including those with SEND;
- Ensuring a whole school approach – for example, in terms of whole school awareness of SEN roles/responsibilities and the school systems for identifying and meeting needs of children with SEN/LDD;
- Closing the gap in attendance between pupils with SEND and peers;
- Listening to children with SEND through My Plan and pupil survey
- Developing staff skills on SEND matters – including developing teachers' knowledge and practise of QFT/ Wave 1 approaches
- Continue to develop the leadership and management of SEND provision in EYFS/KS1/KS2;
- Improving progress and standards for children with SEND;
- Developing aspects of support and intervention for children not making expected progress, especially in mathematics and literacy (evaluate wave 2 and 3);
- Continue to support transition for children with SEND between years and into the next stage of education or alternative type of education if required, improve home to school transition (when SEND additional info not available from admissions);
- Ensuring that specialist agencies and services support the progress and well being of children with SEND;
- Develop the EYFS environment (visual aids/auditory/TEACHH/sensory);
- Ensure that 100% of pupils with SEND make at expected progress across KS 1-2;
- Reduce the % of fixed term exclusions for pupils with SEND;
- Reduce the incidence of prejudice based bullying to zero;
- Ensure the representation of pupils with SEND on the school council is in line with the % of pupils with SEND in the school;
- Ensure the representation of pupils with SEND in school clubs is in line with the % of pupils with SEND in the school;
- To calculate the achievement gap in performance of pupils with disabilities compared with other key groups;
- To monitor and review the impact of Carlton's SEN Information Report