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Ensuring Early Identification of SEND			
This priority aligns closely with the school improvement priorities, particularly Priority 3: Pupil Premium and SEND support, which focuses on closing the gap in performance outcomes for PPG and SEND pupils. The recent OFSTED comments highlighted the need for clear communication from teachers regarding learning objectives, which underscores the importance of early identification of SEND. By using the non-statutory Early Years Outcomes guidance, the school can enhance its ability to identify needs early, engage in sensitive conversations with families, and ensure that all pupils receive the necessary support to thrive.			
Year	2024-2025	2025-2026	2026-2027
Actions	- Implement training sessions for all Early Years staff on the Early Years Outcomes. - Begin early identification assessments for pupils below primary age. - Establish sensitive communication protocols with families regarding SEND identification.	- Review and refine early identification processes based on feedback. - Increase referrals to outreach support services. - Monitor the effectiveness of staff training and adjust as necessary.	- Conduct comprehensive evaluations of early identification outcomes. - Share best practices among staff for ongoing SEND support. - Develop a community resource guide for families.
Success Criteria	- All staff trained and confident in using the Early Years Outcomes. - At least 75% of pupils identified with SEND by the end of the year. - Positive feedback from families on communication regarding SEND.	- Increased referrals to outreach support by 30%. - Staff report improved understanding and application of early identification strategies. - Evidence of collaboration with families in supporting SEND pupils.	- 90% of identified SEND pupils show progress in their development. - Staff share successful strategies in school meetings. - Families report satisfaction with the support and resources provided.
2024-2025 Impact			

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In the first year, the focus will be on establishing a robust framework for early identification of SEND. Training sessions will empower staff with the necessary knowledge and skills to utilise the Early Years Outcomes effectively. By the end of this year, we anticipate a significant increase in the identification of SEND needs, leading to timely interventions. Family engagement will also improve, fostering a collaborative environment that supports pupil development.
2025-2026 Impact
The second year will build on the foundations laid in the first year, with a focus on refining processes and enhancing outreach support. The expected increase in referrals to outreach services will enable the school to provide more tailored support for pupils with SEND. Staff will become more adept at identifying needs and communicating with families, which will further strengthen the school's inclusive ethos and ensure that all pupils receive the help they require.
2026-2027 Impact
By the third year, we will conduct a comprehensive evaluation of the early identification strategies implemented. The goal is to see a marked improvement in the developmental progress of SEND pupils, as well as increased satisfaction among families regarding the support offered. Sharing best practices among staff will foster a culture of continuous improvement, ensuring that the school remains responsive to the needs of all pupils and committed to inclusivity.

Early Identification of SEND for New Pupils in Reception			
This priority aligns closely with the school improvement priorities, particularly Priority 3: Pupil Premium and SEND support. By ensuring early identification of SEND for new pupils in Reception, The Federation can implement targeted interventions from the outset, addressing the needs of pupils who may require additional support. Furthermore, the recent OFSTED comments highlight the importance of adapting plans effectively for pupils with SEND, which reinforces the need for this strategic focus. By incorporating Reception Baseline Assessments and ensuring staff understand the EYFS Learning Goals, the school can enhance its capacity to meet the diverse needs of its pupils, ultimately leading to improved outcomes.			
Year	2024-2025	2025-2026	2026-2027

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Actions	- Conduct Reception Baseline Assessments for all new pupils - Provide training for staff on EYFS Learning Goals - Implement observation protocols to identify SEND needs early	- Review and analyse baseline assessment data - Develop tailored support plans for identified SEND pupils - Engage parents in discussions about their child's needs and support	- Monitor progress of SEND pupils through regular assessments - Adjust support plans based on ongoing observations and assessments - Provide further training for staff based on identified needs
Success Criteria	- All new Reception pupils assessed within six weeks of entry - 100% of staff trained on EYFS Learning Goals by the end of Term 2 - Early identification of SEND needs for at least 90% of new pupils	- Tailored support plans in place for 100% of identified SEND pupils - Increased parent engagement in SEND discussions - At least 80% of identified pupils showing progress by Term 3	- Regular assessments demonstrate at least 75% of SEND pupils meeting their support plan targets - Staff report increased confidence in supporting SEND pupils - Positive feedback from parents regarding support provided
2024-2025 Impact			
In the first year, the focus will be on establishing a solid foundation for identifying SEND needs among new pupils. By conducting baseline assessments and training staff on EYFS Learning Goals, the school will ensure that all new pupils are effectively assessed and that staff are equipped to support their learning. The success criteria will indicate that the majority of new pupils have had their needs identified early, setting the stage for targeted interventions.			
2025-2026 Impact			
The second year will build on the foundation laid in the first year, with a focus on analysing assessment data and developing tailored support plans. Engaging parents in discussions about their child's needs will foster a collaborative approach to support, ensuring that pupils receive the necessary interventions. Success criteria will reflect a significant number of identified pupils making progress, demonstrating the effectiveness of the support provided.			
2026-2027 Impact			

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In the final year of the plan, the emphasis will shift towards monitoring progress and adjusting support plans as needed. This ongoing evaluation will ensure that the school remains responsive to the needs of its SEND pupils. The success criteria will highlight the effectiveness of the interventions in place, with a focus on achieving progress for the majority of SEND pupils. Positive feedback from parents will further validate the school's efforts in supporting their children's education.

Ensuring All Pupils Have Adequate Training in Using Resources That Will Impact Their Progress and Attainment			
This priority aligns closely with the school improvement priorities, particularly the Quality of Education, which aims to improve the quality and consistency of teaching and learning across the school. The inspection comments highlighted the need for teachers to present information clearly and ensure pupils understand their learning objectives. By ensuring that all pupils receive adequate training in using resources effectively, we can enhance their learning experience, thereby addressing the need for clearer explanations from teachers and enabling pupils to achieve better outcomes.			
Year	2024 – 2025	2025 – 2026	2026 – 2027
Actions	- Conduct a needs assessment to identify specific resources and training needs for pupils. - Develop a training programme for staff on how to effectively teach pupils to use resources. - Implement a series of workshops for pupils on using various educational resources (e.g., technology, library resources, manipulatives).	- Evaluate the effectiveness of the training programme through pupil feedback and assessment data. - Introduce peer mentoring sessions where older pupils support younger pupils in using resources. - Reinforce the training with follow-up sessions and refreshers for staff and pupils.	- Review and update the training programme based on feedback and assessment outcomes. - Integrate resource training into the curriculum planning for all subjects. - Organise a showcase event where pupils demonstrate their skills in using various resources to parents and the community.
Success criteria	- 90% of pupils report increased confidence in using educational resources.		- 100% of staff have integrated resource training into their lesson plans.

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	- At least 80% of staff feel equipped to teach resource usage effectively. - Improvement in pupil engagement and participation during lessons.	- Pupil assessment data shows a noticeable improvement in outcomes related to resource usage. - 75% of pupils participate in peer mentoring sessions. - Staff feedback indicates a positive impact on teaching practice.	- Pupil showcase event is well-attended and positively received by parents and the community. - Sustained improvement in pupil attainment linked to effective resource usage.
2024-2025 Impact			
In the first year, we will establish a solid foundation by conducting a needs assessment and developing a comprehensive training programme. This will empower pupils to use educational resources effectively, leading to increased confidence and engagement in their learning. The initial feedback from both pupils and staff will guide further developments.			
2025-2026 Impact			
The second year will focus on evaluating and refining the training programme. By introducing peer mentoring, we will foster a collaborative learning environment, enhancing the sense of community within the school. The anticipated improvements in assessment data will indicate that pupils are applying their skills effectively, contributing to their overall progress.			
2026-2027 Impact			
In the final year, we will integrate resource training into the curriculum, ensuring sustainability. The showcase event will not only celebrate pupils' achievements but also strengthen the connection between the school and parents/community. By this stage, we expect to see sustained improvements in pupil attainment, demonstrating the long-term impact of effective resource training on their educational journey.			

Ensuring Adequate Training for Staff in Supporting SEND and EAL Pupils

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This priority aligns closely with the school improvement priorities, particularly Priority 3: Pupil Premium and SEND support, which aims to close the gap in performance outcomes for PPG and SEND pupils. The inspection comments highlighted the need for teachers to present information clearly and effectively adapt their teaching to meet the needs of individual pupils. By ensuring that all staff receive adequate training in using resources, including computer programs and manipulatives, we can enhance their ability to deliver effective interventions and tailor support for pupils with SEND and EAL. This will ultimately lead to improved outcomes for these pupils, fostering their growth and engagement in learning.			
Year **Action**	2024 – 2025 - Conduct an initial training needs assessment for all staff. - Organise training sessions on specific programs and manipulatives for SEND and EAL support. - Establish a mentoring system where experienced staff support their peers in implementing learned strategies.	2025 – 2026 - Evaluate the effectiveness of training through staff feedback and pupil progress data. - Provide follow-up training sessions based on identified needs. - Collaborate with external experts to enhance training content and delivery.	2026 – 2027 - Implement a system for ongoing professional development, including regular workshops and refreshers. - Encourage staff to share best practices and resources in staff meetings. - Monitor and assess the impact of training on pupil outcomes and adjust training as needed.
Success Criteria	- All staff have completed the initial training by the end of the year. - Staff report increased confidence in using programmes and manipulatives. - Pupil engagement and progress in SEND and EAL pupils show improvement.	- Positive feedback from staff indicates that training has been effective. - Evidence of improved adaptation of teaching strategies in classrooms. - Increased collaboration among staff in supporting SEND and EAL pupils.	- Sustained improvements in pupil outcomes are evident in data. - Staff demonstrate consistent use of strategies learned in training. - A culture of continuous professional development is established within the school.

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2024/25 Impact
In the first year, we expect to establish a solid foundation for staff training, ensuring that all staff members are equipped with the necessary skills to support SEND and EAL pupils effectively. Increased confidence among staff in using targeted programs and manipulatives will lead to enhanced pupil engagement and initial improvements in progress for these groups.
2025/26 Impact
By the second year, the effectiveness of the initial training will be evaluated, leading to tailored follow-up sessions that address specific needs. As a result, we anticipate greater collaboration among staff and a more consistent approach to supporting SEND and EAL pupils, contributing to noticeable improvements in their learning outcomes.
2026/27 Impact
In the final year of the strategic plan, we aim to embed a culture of ongoing professional development. Continuous monitoring and assessment will ensure that the training provided remains relevant and effective, ultimately leading to sustained improvements in pupil outcomes. The school will foster an environment where staff share best practices, further enhancing the support provided to SEND and EAL pupils.

Ensuring Relevant Resources for Independent Access			
This priority aligns closely with the school improvement priorities, particularly Priority 1: Quality of Education, and Priority 3: Pupil Premium and SEND support. The OFSTED inspection comments highlighted the need for clear explanations from teachers, which suggests that having accessible resources could aid in clarifying learning objectives and supporting pupil understanding. By ensuring that resources are relevant and accessible, the schools can foster an environment where all pupils, including those with SEND and PPG, can make good or better progress. Additionally, the focus on providing an inclusive and diverse curriculum supports the goal of ensuring that all pupils can engage with learning materials effectively.			
Year **Actions**	2024-2025	2025-2026	2026-2027

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Success Criteria	- Conduct an audit of current resources to identify gaps. - Purchase and implement new resources aligned with curriculum needs. - Train staff on how to use resources effectively in teaching. - All resource gaps identified and addressed. - Staff report increased confidence in using new resources. - Pupil engagement with resources improves, as evidenced by feedback.	- Monitor the usage of resources and gather pupil feedback. - Adjust resources based on feedback and effectiveness. - Introduce a resource management system for pupils to access materials independently. - Positive feedback from pupils on resource accessibility. - Increased independent use of resources by pupils. - Data shows improved progress for pupils using targeted resources.	- Evaluate the impact of resources on pupil progress and engagement. - Develop a plan for ongoing resource updates and training. - Share best practices among staff for resource utilisation. - Clear evidence of improved outcomes linked to resource use. - A sustainable system for resource management in place. - Staff collaboratively share successful strategies for resource use.
2024/2025 Impact			
In the first year, the focus will be on identifying gaps in resources and ensuring that new materials are aligned with the curriculum. This will foster a more engaging learning environment and empower staff to utilise these resources effectively. The audit will ensure that the school can meet the diverse needs of its pupils, including those with SEND and PPG, thereby establishing a strong foundation for future improvements.			
2025/2026 Impact			
The second year will see the monitoring and evaluation of resource usage, with a focus on pupil feedback. This year will focus on enhancing independent access to resources, encouraging pupils to take ownership of their learning. The introduction of a resource management system will streamline access and support pupils in utilising materials effectively, contributing to improved outcomes, particularly for those who are disadvantaged.			

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2026/2027 Impact
By the third year, the school will evaluate the overall impact of the resources on pupil progress and engagement. A sustainable plan for ongoing resource updates will ensure that the school remains responsive to the needs of its pupils. Staff collaboration on best practices will further enhance the quality of education, contributing to the school's vision of developing confident, resilient learners who are well-equipped for their futures.