

Closing the Gap; With A Fundamental Commitment to Equity

1. Context

Our Academy Trust includes two schools. We are a Values-Based Academy focused on building confidence and offering opportunities.

SDP Priorities:

- 1) Supporting even more children to achieve ARE's.
- 2) Support the increasing demands of SEND across the academy, to ensure good progress for all.

2. Objectives

- To close the gap to enable more pupils to reach ARE's.
- To lead and facilitate good or better progress for all our pupils with SEND.

3. Action

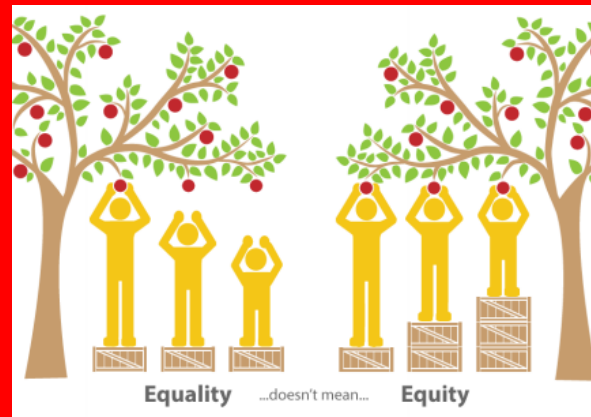
- Identified gap
- Identified and analysed barriers
- Promoted academic achievement and SEMH and Wellbeing.
- Commitment to personalised and flexible provision
- Audit of staff needs
- Targeted CPD/JPD arranged/delivered
- Capability procedure initiated, where required
- Further developed implementation of EHC Plans
- Further developed quality SEND support plans and Pupil Profiles.

3. More Actions!

- Pupil progress meetings
- Intervention groups
- Shared commitment to inclusion, Disability & Accessibility Policy, Accessibility Plan
- Shared values
- Collaboration with integrated services/outside agencies

“But the fact is, no matter how good the teacher, how small the class, how focused on quality education the school may be none of this matters if we ignore the individual needs of our students.”

Roy Barnes.



4. Impact

How has it been monitored and measured?

- Data, Progress towards objectives, Target Tracker
- Pupil Progress Meetings
- SEND Support reviews
- Boxall Profiles
- Staff audit of knowledge, skills, confidence
- Lesson observations
- Pupil Questionnaires

Is impact positive?

More pupils attaining personal targets and ARE's.

Is improvement sustainable?

Sustainability due to enhanced knowledge and skills of all staff, resource developments, culture and values.

5. Developments for the future

Next Steps:

- Review 2016/17 SDP, Draft 2017/18 SDP
- Develop Lesson Study
- Further develop 'Growth Mindsets' culture
- Further develop SEMH and wellbeing
- CPD and JPD identified for 2017/18
- Further develop partnership with parents