



St. George's School  
A Church of England Academy

SEN RAP 2015-17

**SEN**

**RAISING ATTAINMENT PLAN 2015-17 - ST GEORGE'S SCHOOL BLACKPOOL**

Overall

**Name of School**

**St George's School**

**Key Issue 1:  
Raising achievement & attainment  
of pupils with SEND**

Further accelerate the achievement of students particularly in KS3 for SEND so that the gaps in achievement and attainment are closed.

Action	Led by	Assisted by internal/external	Additional funding needed	When? Who?	Evaluation (colour code)
1.1 To ensure rates of progress at least match the levels expected in each year group and by at least minimum expectation by the end of KS4 particularly in English and Maths.	DH's	Eng & Maths		All staff – 1 year	Class PP data shows narrowing of gaps in classes. Lesson Obs – focus on teaching to 'closing the gaps' Health checks. PP summary. English and Maths SEN summary.
1.2 To improve rates of Literacy and Numeracy of SEN pupils at KS3.	DH's	Eng & Maths		All staff termly	85% or more of students reach age related expectations Pupil work scrutiny show improvement in Literacy and Numeracy. Progress points show increase.
1.3 To accelerate the attainment of the 'more able' SEN.	RA	HoS		All staff P.Period	Class data shows at more than expected pupil progress. Health checks focus on more able.
1.4 To enhance and strengthen all mechanisms to maximize attendance, particularly for 'SEN' with multiple barriers.	AA	Pastoral team			SEN with multiple barriers identified and attendance intervention established. Increase in attendance of this group towards school average.
1.5 Establishment and deployment of the 'Closing the Gap intervention team' impacting on progress of SEN in identified areas.	GWK	RA HoS		Closing Gap team. P.Period	Under-performing or low attaining SEN students clearly identified. Baseline and end point data closely monitored to measure impact.

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**Key Issue 2:  
Intervention and support is provided as early as possible in school.**

Review school interventions and as a staff discuss ways of measuring the pupil's progress before and after - update pupils One page profile and the provision map to show impact and Plan, Do, Review.

Action	Led by	Assisted by internal/ external	Additional funding needed	When? Who?	Evaluation (colour code)
1.1 HoS/Departmental interventions established to improve rates of progress for SEN (outcomes analysis)	HoS	DH's		All staff P. Period	Under-performing or low attaining disadvantaged students clearly identified. Clear timelines support effective evaluation of outcomes linked to trigger intervention points. Continued regular assessments for 'slow moving' pupils
1.2 Following each Progress period HoS, class teacher and SENCo work together to evaluate and refine classroom intervention using OPP ensuring the learning needs of SEND are met in the class.	RA	HoS		All staff Each PP	Under-performing or low attaining SEN students clearly identified. OPP for SEN embedded across all departments and used to improve rates of progress. Clear timelines support effective evaluation of outcomes.
1.3 Nurture groups and SEN rigorously monitored for impact of teaching with particular attention to English and Maths.	HoS RA	DH's		Eng/Maths teacher Each PP	Under-performing or low attaining SEN students clearly identified. Clear timelines support effective evaluation of outcomes linked to SEN trigger intervention points.
1.4 Regularly review of provision map highlighting an overview of programs and interventions used with different groups of pupils ( <b>Plan, Do, Review</b> )	RA	GWK		RA After each PP	Monitor time based interventions. Identifying particular patterns of need and potential areas of development for teaching staff. Develop further the use of interventions which are effective and remove those which are less.
1.4 To update all SEN guidance regarding Sen referral, exams guidance, OPP and code of Practice.	RA	SEN team		RA September	All info to staff Timely exams guidance OPP review and effectiveness

## SEN

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**Key Issue 3:  
Classroom teaching and  
assessment**

The highest quality teaching and assessment, never less than good and frequently outstanding leads to accelerated rates of progress on SEND

Action	Led by	Assisted by internal/external	Additional funding needed	When? Who?	Evaluation (colour code)
1.1 To audit staff training and development needs and offer teaching staff more training and development on dealing with specific learning difficulties.	RA	GWK		Annually September	Planned INSET from staff audit. Staff training needs clearly identified and addressed. Clear timelines support effective evaluation of INSET on staff.
1.2 - Ensure all SoW/Lesson plans provide sufficiently differentiated learning activities to both challenge and support all SEN pupils, removing all barriers to learning for pupils with SEN.	RA	GWK		HoS/All staff Lesson Obs	Clear focus with SEN INSET Clear timelines support effective evaluation of INSET.
1.3 Teachers and LSTs systematically and effectively check pupils understanding throughout lessons and intervene with impact.		HoS		All staff P.Period	Class PP data shows at least expected pupil progress. Lessons obs focus on questioning of SEND with impact.
1.4 Ensure that all teachers are using appropriate assessment effectively to set targets in lessons which are deliberately ambitious for all pupils and especially those with SEN.	GWK	RA		All staff P.Period	Class PP data shows at least expected pupil progress. Health checks focus.
1.5 Clear SEN exams guidance and SEN support updated and distributed to all staff	RA	GWK		RA September	All SEN pupils have their identified support. Assessment data shows expected progress.
1.6 Teacher adopt tracking and teaching strategies from 'SEND' INSET that best support SEND in making accelerated progress across all subjects.	RA	GWK		All staff INSET	Cascade Sutton trust toolkit through INSET. Staff training needs clearly identified and addressed. Ensure all teachers flag SEN on planning. Ensure effective feedback (AFL) is highly effective for SEN students. Observation follow-up on feedback of INSET (triangulation)

