

OUTCOME

HOW

IMPACT MEASURES

IMPROVE PROGRESS

<input type="checkbox"/> Ensure value added progress to all students regardless of starting point	<input type="checkbox"/> Set up and use of personalised Learning Plans, OPP , Needs profiles and Boxall plans <input type="checkbox"/> Use of wide and appropriate baseline standardised SEN assessments. <input type="checkbox"/> Identify gaps in learning for all needs areas and support with SEN wave provision. <input type="checkbox"/> Work/ activity scrutiny evidence	<input type="checkbox"/> Pupil progress in all areas of need. <input type="checkbox"/> Improved attendance <input type="checkbox"/> Positive 'pupil, parent voice' <input type="checkbox"/> Progressive SEN attainment scores for the academy <input type="checkbox"/> Learning walks and SENCO team teacher reports.
<input type="checkbox"/> Widen the measures by which progress is judged	<input type="checkbox"/> Whole academy Boxall profile data <input type="checkbox"/> SEN Assessment data for literacy and numeracy <input type="checkbox"/> Use of SDQ for wave 2 and above support <input type="checkbox"/> State of mind assessments produced.	<input type="checkbox"/> Boxall profile data report for the academy and implementation of findings, plans <input type="checkbox"/> Production of effective baseline data <input type="checkbox"/> High quality feedback on ATS feedback forms <input type="checkbox"/> Use and impact of reports from professionals working for Springwell
<input type="checkbox"/> Develop and expand the impact of the SEN support interventions	<input type="checkbox"/> Use of specific Literacy , numeracy interventions <input type="checkbox"/> Extending of therapeutic offer via ATS <input type="checkbox"/> Development of resources for SEN support in sites <input type="checkbox"/> Support for specific areas of need: Nurture, ASC etc	<input type="checkbox"/> Intervention timetables and session reports <input type="checkbox"/> Set up of specific site specific SEN/ SEMH provisions <input type="checkbox"/> Training and team teaching evident by SENCO with class teacher. <input type="checkbox"/> Evidence of more therapeutic provisions which are reported upon.

LEARNING AND TEACHING

<input type="checkbox"/> Pupils engage in exciting and challenging learning opportunities	<input type="checkbox"/> Visual timetables, wide and varied aids to learning, specific interventions schemes eg numicon, rapid, theraplay, beyond Boxall <input type="checkbox"/> Creation of positive learning environments with SEMH specific resources. <input type="checkbox"/> Wide and varied curriculum offer based on specific needs	<input type="checkbox"/> Data from interventions <input type="checkbox"/> Development of learning environments in class and sites/ learning walks <input type="checkbox"/> Extension and evidence of use of Elements and EYFS curriculum, reporting of these.
<input type="checkbox"/> Standards in literacy are a focus	<input type="checkbox"/> Specific interventions, Lexia, Wordshark , Rapid X, Beat Dyslexia. Phonics schemes etc.	<input type="checkbox"/> Progress data within academy sites
<input type="checkbox"/> Assessments are comprehensive and feedback is relevant about the whole child	<input type="checkbox"/> Adoption of wide range of assessments: WRATS, ACCESS, CTOPPS, Sandwell... <input type="checkbox"/> Specific specialist reports generated by NSCAP, Educational Psychologists, Counsellor, SALT, AAT. <input type="checkbox"/> Feedback at Annual reviews <input type="checkbox"/> Reports sent to parents/ carers.	<input type="checkbox"/> Baseline assessment data generated <input type="checkbox"/> Reports audited and saved in pupil SEN files <input type="checkbox"/> ATS annual report to governors.

BEHAVIOUR

<input type="checkbox"/> Developing and broadening the range of the therapeutic offer	<input type="checkbox"/> Development of current offer: NSCAP, Northpoint therapist, Animal assisted therapy, MABLE <input type="checkbox"/> Introduction of new therapies from Sept 2018: Play development, Art, Music.. <input type="checkbox"/> Gardening and Horticulture support worker by Sept 2018	<input type="checkbox"/> ATS Reporting to governors <input type="checkbox"/> Feedback to staff in particular care team <input type="checkbox"/> Recruitment of new staff from commissioned services including medical eg OT, MH nurse <input type="checkbox"/> Set up and running of horticultural and animal resources at each site.
<input type="checkbox"/> Development and support for resilience and self regulation	<input type="checkbox"/> Introduction of specific support via Boxall plans and SEMH trackers. <input type="checkbox"/> Use of sensory kits, rooms and circuits <input type="checkbox"/> Specific regulation techniques incorporated e.g. comic strip communication, heartmaths	<input type="checkbox"/> Reporting from Learning plans <input type="checkbox"/> Behaviour incident and PHP data <input type="checkbox"/> Pupil voice forms.

LEADERSHIP

<input type="checkbox"/> Systemising monitoring and evaluation practices to ensure quality and consistency	<input type="checkbox"/> Development of ATS reporting <input type="checkbox"/> Audit of all SEN administration tasks <input type="checkbox"/> Set up of new cloud based pupil SEND folders <input type="checkbox"/> SEN folder (hard copies) completed for new sites <input type="checkbox"/> CLA audits carried out <input type="checkbox"/> Tracking and reporting of assessment data	<input type="checkbox"/> Reports produced for ATS and CLA <input type="checkbox"/> Easy and comprehensive access to all pupil data <input type="checkbox"/> High quality Annual reviews <input type="checkbox"/> Needs audit for Springwell produced for SEMH and SEND. <input type="checkbox"/> SEN admin teams working together across sites.
<input type="checkbox"/> Take account of widening range of stakeholder views to inform progress and development	<input type="checkbox"/> Through analysis of precise data and reports from ATS and therapeutic soft interventions. <input type="checkbox"/> Principals input to SEN development via audit meetings once a term. <input type="checkbox"/> SENCOs working with T and L staff <input type="checkbox"/> Availability of training from stakeholders, drop in groups	<input type="checkbox"/> Detailed ATS , CLA reports produced with case studies <input type="checkbox"/> Detailed SEN principal meeting report with action points. <input type="checkbox"/> Weekly meetings at SLT level to discuss SEN issues <input type="checkbox"/> Intervention training delivered service providers NSCAP, Eps and Northpoint
<input type="checkbox"/> Developing an expert workforce through targeted, high quality professional development	<input type="checkbox"/> Production of Academy training offer <input type="checkbox"/> Bespoke training led with principals, site specific from SEN support services <input type="checkbox"/> SENCO training across sites <input type="checkbox"/> External agencies used extensively eg WAT, NGN, STARS, YDA, MABLE, ADHD foundation, AET.	<input type="checkbox"/> Attendance and follow up impact of training offer. <input type="checkbox"/> Soft therapeutic training run by professionals and care team staff. <input type="checkbox"/> SENCO deliver training specific to needs areas and SEMH <input type="checkbox"/> Links with agencies and MINDSPACE evident.
<input type="checkbox"/> Ensuring a smooth transition from temporary sites to new building	<input type="checkbox"/> Availability of specific training, plans, resources, meetings to enhance pupil transition	<input type="checkbox"/> Use specific resources eg tree of life resources, parent , pupil transition plans