



Oakfield Lodge School
Pastoral Action Plan
2024-2025

SEND

| AREA: SEND | | Priority: Progress | | Priority coordinator: | | |
|--|---|----------------------------------|-----|--|---|---|
| Objectives | Actions (Processes) | Who? | RAG | Actions Taken | Impact | Next Steps |
| 1.Focus on individual intervention dependant on need that does not impact on the students ability to access curriculum or narrow opportunities for them. | <p>Intervention coordinator in place</p> <p>Designated intervention slots on student timetables</p> <p>CAT4 Assessment programme in place</p> | <p>GB</p> <p>GB</p> <p>ET</p> | | <p>Intervention impact data</p> <p>Engagement of students in intervention sessions (lesson scores)</p> <p>All students to complete a CAT4 Assessment on entry.</p> | <p>Students will all access small group focussed interventions based on their individual needs</p> <p>Teaching and learning lessons will not be disrupted by intervention sessions.</p> <p>Academic progress will be monitored from a formal assessment starting point.</p> | <p>Intervention offer to be reviewed on a regular basis.</p> <p>Evaluation of impact of Intervention on learning needs.</p> |
| Effective evaluation of impact in place Use of all available school data to prioritise intervention needed for Individual students | <p>Data analysis to identify needs on a termly basis in place (subject/attendance/reading age/readiness to return)</p> <p>Impact evidence in place termly and recorded on Arbor</p> | <p>TC/ST</p> <p>ET/TC/ST</p> | | <p>Progress of students in a variety of disciplines</p> <p>Clear pathway to intervention for all students with consistency in planning/delivery and outcomes</p> | <p>All students will be able to access needed interventions (prioritised on barriers to learning) regardless of age/need/readiness to return</p> | <p>Interventions to be targeted on an individual basis depending on progress and individual need.</p> |
| 2.To improve staff awareness of students with special educational needs, adaptive teaching to meet need and evidencing the adjustments that are made for students with SEND. | <p>All students with SEND to have targets set from their EHCP or support plan.</p> <p>SEND CPD to be calendared and reflect needs of students</p> <p>Monitoring schedule of SEND adaptations in place by SENDCo</p> | <p>TC</p> <p>ET/TC</p> <p>TC</p> | | <p>SENDCO review days calendared and evidence share with SLT/LAB</p> <p>CPD evaluation from staff</p> <p>Evidence collected to reflect progress against targets is available and updated regularly</p> | <p>SEND students make more progress</p> <p>Teachers are confident in adapting the curriculum delivery to meet needs of SEND students</p> <p>Staff know the needs of SEND students well and are able to demonstrate what</p> | <p>SEND Audit to highlight areas of need for CPD.</p> |

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| | <p>Staff are confident in articulating the adaptations to the curriculum they make to meet the needs of students with SEND</p> <p>Robust system in place for monitoring the effectiveness of strategies used to meet individual needs of students with SEND</p> | <p>TC/PI</p> <p>TC</p> | <p>Progress of SEND students is monitored by SENDCO at data collection – interventions for individuals are identified at this point for the following term</p> | <p>they have done to meet these needs in their curriculum areas</p> | |
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RED = No progress/not developed/evaluation of impact not possible/no evaluation of impact carried out
AMBER = Some on-going evaluation of impact possible and taking place
GREEN = Complete and in place with evaluation of impact/review carried out