

The Charter School



Post Ofsted Inspection Action Plan (Inspection February 10th – 13th 2003)

The Inclusion Committee of the Governors to monitor the implementation and success of the POIP and report annually to the Full Governors. The first report to be at the Full Governors Meeting towards the end of the Autumn term 2003.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the many strengths of the school and to address the relative weakness of the special educational needs provision, the Headteacher, senior leadership team and the governing body should:

- 1. Ensure that all pupils on School Action Plus have individual education plans**
- 2. Provide training for all staff in the New Code of Practice**
- 3. Ensure that teachers are aware of pupils' individual education plans and work is matched to address their needs**
- 4. Improve the quality of planning for literacy support to meet the needs of all pupils who are withdrawn.**
- 5. Monitor more rigorously the progress of pupils who are on the SEN register at School Action, School Action Plus and those pupils with Statements, modifying their programmes as appropriate**
- 6. Ensure that the best use is made of teacher assistants' time in classrooms by developing closer working partnerships with teaching staff and joint planning.**

(paragraphs 12, 13, 41)

Ofsted report page 15, para 12

Pupils with special educational needs make satisfactory progress overall in mainstream lessons in relation to their prior attainment. Pupils are making good progress where planning and presentation skills are being systematically developed. Some very good examples of this was seen in music folders where the quality of handwriting, note-taking and descriptive writing was making an effective impact on achievement. Progress is also good where teacher support is effective, such as in mathematics and ICT. In withdrawn lessons, pupils with low-level reading and comprehension skills are making satisfactory progress in reading, spelling and successmaker programmes, however, systematic progress is inconsistently tracked and reading age information is not detailed on statements and on individual education plans so that targets can be checked. Overall, the whole-school management of special educational needs is unsatisfactory because the monitoring of the impact of teaching and the support programmes on pupils' progress lacks rigour.

Ofsted report Page 15 para 13

All pupils are encouraged to choose which level they wish to work at through an effective 'tiered' target system in mainstream lessons which is effective in raising pupils' self-esteem and confidence, including those pupils with special educational needs. The devolvement of management roles to senior teaching assistants and the commitment of staff to pupils' integration into mainstream groups is effective in promoting a caring and positive environment where pupils are made feel secure. Teacher assistants keep detailed notes on those pupils they support, however, progress towards targets are inconsistently recorded. The expertise of staff within the department is appropriate and supports the well above average number of pupils with statements in the school. However, there is a lack of formal meetings between staff to share expertise, induction, training and to comment on individual pupils. Governors have been successfully trained in the new Code of Practice although teachers and support staff have yet to receive formal training.

Ofsted Report page 20 para 41

The quality of teaching and learning for pupils with special educational needs is satisfactory overall. Some good teaching was observed in learning support where questioning was used to good effect to stimulate and motivate pupils to increase their vocabulary and help them feel confident. The clarity of lesson structure and curriculum planning, along with the very positive relationships and the inclusive nature of classrooms which stem from pupils' mature attitudes to learning, support pupils with special educational needs well. Teachers also know pupils who have additional needs well. However, whilst the pitch of the lessons into four levels provides the clarity of target setting and outcome detailed above, the way the work is structured in lessons is inconsistently linked to the specifics of pupils' individual education plans. The 'booster' level does much to encourage pupils who are having difficulties but does not necessarily address the specificity of their need. Teachers and assistants have very good relationships with special needs pupils that encourage integration and confidence but assistants are not always made best use of, for example, through joint planning. IN withdrawn successmaker lessons and one-to-one withdrawn sessions pupils are involved in purposeful and enjoyable activities, such as 'Scrabble' that keeps the pace lively so that they concentrate on the tasks and feel successful in achieving their spelling targets.

Key:

PT	-	Personal Tutor
TA	-	Teaching Assistant
SA	-	School Action
SAP	-	School Action Plus (stage of SEN before full statement)
KCA	-	Key Curriculum Area
KCL	-	Key Curriculum Leader
SEN	-	Special Educational Needs
SENCO	-	Special Education Needs Coordinator
IEP	-	Individual Education Plan
KS3	-	Key Stage Three

1. Area of Development: Ensure that all pupils on School Action Plus have individual education plans						
Action	Resources	Time Scale & Review Dates	Lead Person	Line Manag.	Performance Indicator	Success Criteria
Incorporate School Action Plus pupils as well as with Statemented pupils into IEP production programme	Allocate time to teachers	For existing pupils by mid June 2003, new intake by end of October 2003. Termly review for each pupil – ongoing	SENCO	Head	IEPs prepared for each pupil	Effective staff use of guide targets for each SEN & SAP pupil
Allocate TAs to coordinate programmes for School Action Plus in the same way as with statements	TA time to both coordinate and produce IEPs approx. 10 hours per pupil/per year	For new intake identify School Action Plus cohort then first IEP in place for start of second module. Review TA allocation each Module for all pupils. Ongoing review, every 7 weeks, as school review cycle	SENCO	Head	TAs allocated to pupils at School Action Plus	Learning support available in KCAs to support the IEP targets
Identify new intake in first module and produce IEP for second module	Use primary school records. SEN observation in Y 7 classes, PT & subject teacher advice.	First 8 weeks of term. In place for end of October 2003 for Y7. Review process as outlined within TCS SEN Policy	SENCO	Head	Pupils identified; IEPs produced	Strategies to support pupils instigated by all subject areas. PTs aware of specific needs for their tutees
Outcome: All pupils at School Action Plus or with full statements will have IEPs.						

2. Area of Development: Provide training for all staff in the New Code of Practice						
Action	Resources	Time Scale & Review Dates	Lead Person	Line Manag.	Performance Indicator	Success Criteria
Allocate inset time for introduction of new code to current staff	2 hours Inset training time; £150 materials.	Summer term 2003	Head & SENCO	Head	All current staff aware of new guidelines	Current staff operating within the new Code understanding & implementing issues. Increased focus in lesson planning for SEN
Half a day as part of induction for current and new staff to highlight TCS practices within the new guidance framework	3 hours Inset training time	Autumn Term 2003	Head & SENCO	Head	All staff updated and induction undertaken into our systems and protocols	All staff operating within the new Code, understanding & implementing issues. Continued focus on SEN in lesson planning. Improved delivery to SEN pupils in all subjects
In depth training for SEN staff and induction for new SEN staff	5/half days Inset training time	One session every module during 2003-2004	Head & SENCO	Head	Specialist staff using and understanding Code of Practice	SEN staff operating fully within these guidelines. Improved guidance to teaching staff for named pupils
Outcome: All staff trained in the SEN Code of Practice, this to be part of new school year induction for all staff.						

3. Area of Development: Ensure that teachers are aware of pupils' individual education plans and work is matched to address their needs						
Action	Resources	Time Scale & Review Dates	Lead Person	Line Manag.	Performance Indicator	Success Criteria
SEN admin publish IEPs on Intranet.	Time for admin to update at end of module 1, 3 & 5 as well as after the annual review	Implement during Module 5 2003 as a pilot. Review pilot in July 2003. Instigate fully for Autumn 2003.	SEN Admin to enter info onto Intranet	SENCO	IEPs published and available	All staff aware of any child's targets in both their teaching groups or personal tutor group. Planning and delivery incorporates these issues into lessons. PTs aware of individual pupils' needs and SEN targets.
Designated TA informs individual subject staff of specific IEP	Time allocated in subject meetings	Implement full system for school year 2003/4	KCL/subject leaders	SENCO	TA liaison with subject teacher/subject leader	Increase effective team working of subject teacher with named TAs
KCLs and Subject Leaders work with staff to adapt and differentiate teaching materials	Teacher planning time	Sept 2003 – ongoing – termly review	KCL/subject leaders	SENCO	Differentiation pre-booster work available. Specific materials prepared for individual pupils as appropriate.	More effective TA support of pupils' learning and behaviour. Increased liaison to improve the learning experience for SEN pupils.
Outcome: All lesson plans include specific adaptations for SEN children as appropriate. KCLs and Subject Leaders to monitor as part of performance management.						

4. Area of Development: Improve the quality of planning for literacy support to meet the needs of all pupils who are withdrawn (this refers to specific literacy needs of some SEN pupils rather than to the KS3 literacy strategy)						
Action	Resources	Time Scale & Review Dates	Lead Person	Line Manag.	Performance Indicator	Success Criteria
Identify SEN pupils who need a literacy teaching programme specified as part of their provision	Use of profiles and statements to determine individual literacy needs – 10 hours	By September 2003 for existing pupils By October 2003 for Year 7	SEN Literacy support teacher	SENCO	Lesson plans for SEN literacy lessons are well planned and of an excellent standard	SEN pupils with literacy needs all have a clear programme
Seek professional guidance for appropriate literacy programmes	arrange training sessions/ consultancy –1 day	Summer term 2003	SEN Literacy co-ordinator	SENCO	Training for literacy programme completed	Quality SEN literacy programme implemented
SEN teachers to devise literacy programmes for individual SEN pupils	Planning time as for all lessons	At the start of each module	Ass SENCO	SENCO	Individual programmes planned and piloted	SEN pupils improve their literacy and meet targets
Outcome: Individual programmes are well produced and pupils are shown to progress appropriately, reported at Annual Reviews.						

5. Area of Development: Monitor more rigorously the progress of pupils who are on the SEN register at School Action, School Action Plus and those pupils with Statements, modifying their programmes as appropriate

Action	Resources	Time Scale & Review Dates	Lead Person	Line Manag.	Performance Indicator	Success Criteria
Set up a monitoring system with published review dates to tie in with whole school review and assessment processes	1 day for three SEN teachers and SEN Administrator	Implement for school year 2003/4. Summer term 2003 planning. Implement September 2003 – July 2004. Modular review, within school cycle	SENCO	Head	Monitoring system set up & in place. Staff aware of criteria. Progress towards targets monitored rigorously by SENCO and team	SA, SAP and statemented pupils' programmes adapted and modified regularly to support improvement in learning and/or behaviour. Increased pupil achievement and confidence

Outcome: Indicator:

Individual progression enhanced and clearly linked to resource input. School report to Annual Review and Academic days

6. Area of Development: Ensure that the best use is made of teacher assistants' time in classrooms by developing closer working partnerships with teaching staff and joint planning

Action	Resources	Time Scale & Review Dates	Lead Person	Line Manag.	Performance Indicator	Success Criteria
Planning at SMT for consistency across all KCAs	Agenda time followed by 1 planning day for TAs and SEN team	Module 5 2003 for full implementation for 2003/4 school year	SENCO & SMT	Head	Named TAs allocated to KCA's and/or subjects. Attend team meetings	Improved staff liaison and understanding improved pupil progression
Raise issue for discussion and comment from whole staff	Focus for staff meeting	Meeting time within school schedule	SLT	Head	Staff consulted and contributing	Increased focus of TA expertise in class
Allocate TAs to curriculum areas	Liaison time	Modular review as within school cycle	SENCO & KCLs	Head	TAs allocated to named areas where appropriate	TA expertise in specific subjects exploited to support pupil learning more effectively
Ensure that TAs are able to attend subject planning meetings	Meeting schedule planned	KCA meetings with TAs planned Modular review	SLT	Head	TAs available to attend KCL meetings	Increased liaison between subject specialists and TAs to support pupil progression

Outcome: **SEN pupils show clear progression following subject intervention by TAs and Subject Areas clearly benefit from collaboration between Teaching Assistants and subject specialists. Report to Development Committee on pupil progress**