



John Mason School

OPPORTUNITY | RESPECT | DETERMINATION

SEND SCHOOL IMPROVEMENT PLAN 2024-25

October 2024 update

Introduction

JMS: OUR 5 GOALS

To improve the life chances of ALL the learners we serve at JMS we will:

1. *Embed Leadership Teams – ensure effective communication to ensure a common understanding of how we will work together to achieve our collective vision based on shared values.*
2. *Grow capability and capacity – embed systems and structures.*
3. *Share our Curriculum Intent – communicate what students learn, why they learn it and how their learning is sequenced.*
4. *Improve Teaching and learning – ensure classroom practice is consistent and builds on our best.*
5. *Teach and celebrate positive attitudes – instil self believe, independence and an investment in self.*

***5 Goals referenced in blue throughout SIP**

OFSTED JANUARY 2019 AREAS FOR IMPROVEMENT*:

- Ensure that the quality of teaching, learning and assessment across the school is consistently strong so that:
 - **all pupils with SEND make progress that is similar to others with similar starting points**
 - pupils achieve as well in all subjects as they do in those where teaching is strongest
 - **the difference in rates of progress between disadvantaged pupils and others in the schools continues to diminish.**
- Review the curriculum for pupils in key stage 3 to ensure that it provides pupils with opportunities to fully develop their knowledge, skills and understanding across a wide range of subjects before they choose their GCSE options.

Abingdon Learning Trust – Essential elements of Highly Effective Schools

The ALT School Improvement Strategy has identified five essential elements of highly effective schools:

1. Vision, Culture and leadership
2. Our Curriculum
3. Our teaching
4. Developing effective learners
5. Securing continuous improvement

****5 Elements referenced in purple throughout SIP***

Contents:

- Priority 1 – IMPROVE THE QUALITY OF EDUCATION
- Priority 2 – IMPROVE BEHAVIOUR AND ATTITUDES

SEND Priority 1 – IMPROVE THE QUALITY OF EDUCATION FOR ALL SEND STUDENTS										
INTENT Priorities	IMPLEMENTATION				IMPACT (and monitoring)					
	Actions JOT (SLT Lead)	KPIs (Timescale)	Resource							
				T1	T2	T3	T4	T5	T6	
Develop a clear statement of Curriculum Intent where the curriculum offered at all levels is ambitious and fully inclusive for all students with SEND Element 2 Our Curriculum Goal 3 Share our Curriculum Intent	- All students with SEND are provided with equal opportunities to access all areas of the curriculum where appropriate throughout all key stages. - Ensure that the breadth and content of the curriculum, particularly at KS3 meets the needs of ALL students with SEND. - Increase the value with which all SEND students hold and understand the global value of their curriculum.	Student outcomes; SEND P8 = 0.10 SEND A8 = 45 SEND % E&M L4+ = 100% %E+M 5+ = 40% 8+ GCSE'S = 85%	Strategic leadership time to develop curriculum and effective SEND student tracking and intervention. Develop effective and regular communication pathways within school , with SEND families and other multi agency professionals.							
Ensure that every SEND student follows a sequenced curriculum to meet their needs within the mainstream setting, within specialist on-site provision and within remote off-site provision. Element 2 Our Curriculum Goal 3 Share our Curriculum Intent	- All primary areas of SEND are recognised and understood by all teachers: - Teachers make all relevant reasonable adjustments in all aspects of learning and teaching in: ➤ Communication and Interaction ➤ Cognition and Learning ➤ Physical Health and Development ➤ SEMH - Ensure that the curriculum meets need	Narrow the gaps in outcomes. SEND P8 = 0.10 SEND A8 = 45 SEND % E&M L4+ = 100% %E+M 5+ = 40% 8+ GCSE'S = 85% SEND attendance = 90%+	Time from JT and Deputy SENDCo's and the inclusion teams to adapt curriculum to meet needs. Additional staffing in the JMS Lodge with, SSW's, Literacy & Numeracy Coordinators. Restructuring of Learning Support to meet SEND students classroom needs							

				T1	T2	T3	T4	T5	T6
To monitor the progress and development of all SEND students throughout the academic year and provide robust and meaningful feedback for rapid and sustained student progress and outcomes. Element 2 Our Curriculum	Ensure that inclusive best practice is consistently adopted through the use of ASCEND. SEND Data Drops and Learning Walks are carried out three times a year and student progress measured against student baseline data, school performance targets, county and national data. There will be a particular focus on SEND PAL students to ensure they are making progress in line with expectation.	Faculty Learning Walks and lesson observation data Data Drop Information SISRA and Bromicom Data regularly reviewed with HoY's, Student Managers, LS Department and SEND students	SLT and Middle Leaders completing learning walks Operational meeting time with LS Department, HoY's and Student Mangers including SARM's						
Ensure teachers are assessing the progress all SEND students are making in lessons and adjust, refine and adapt their plans in response. Outcomes for all SNED students will make sustained improvement Element 2 Our Curriculum Goal 4 Improve Teaching and learning	Every teacher has a JMS "Yellow Folder" which includes: - Seating Plan - ALL class SEND Student Passports - Class Progress Plans, annotated to meet the specific needs of ALL SEND learners Ensure teachers are taught, and implement, AfL techniques so that they can monitor students' progress with new content and ensure adaptive teaching meets the needs of all SEND students. (PAL, PAM, PAH) Ensure that teachers regularly provide SEND students with meaningful feedback and students respond to feedback.	Lesson observation and learning walk evidence of staff using SEND Student Passports to improve outcomes in their lessons SEND students books show a clear sequence of work and improvement over time. Analysis of data demonstrating interventions work and gaps are closing.	Focus of CPD on adapting lessons to meet the needs of all pupils and checking pupil progress. Implemented Learning Walks with a deliberate SEND focus Observations of staff verbal and written feedback. Regular communication with staff via briefing	T1	T2	T3	T4	T5	T6

Priority 2 – IMPROVE BEHAVIOUR, ATTITUDES AND INCLUSIVITY FOR ALL SEND STUDENTS

INTENT Key strands	IMPLEMENTATION			IMPACT (and monitoring)					
	Actions (SLT Lead)	KPIs (Timescale)	Resource	T1	T2	T3	T4	T5	T6
Improve attendance for ALL SEND Students. Element 4 <i>Developing effective learners</i> Goal 2 <i>Grow capability and capacity</i>	Embed the new attendance policy and procedures. Tutors following strategy. Interventions logged on the attendance tracker. Attendance sheets are up to date (Sept 24) (BHG) Ensure that the JMS Lodge and Learning Support have clear operational strategies for improving the attendance of “hard to reach” PA students by providing an “on-site” AP Regular praise and feedback given to SEND students and their families when attendance improves	>=90% Attendance for ALL SEND students. Below 28.5% persistent absence for ALL SEND students. Below 2% serious absence for ALL SEND students. SEND student attendance improves term on term. Reduce in school EBSA and internal truancy for ALL SEND students compared with 2023 / 2024 data Strategic use of attendance certificates to boost intrinsic and extrinsic motivation.	Attendance strategy documents: Policy, parent guidance, staff guidance etc. TA's, SSW's, Tutors, SM's, AO, SLT links.						
Review use of RTT's for ALL SEND students every six weeks in line with OCC guidance. Element 4 <i>Developing effective learners</i>	Review the use of Reintegration Timetables (RTT) – use case studies to review and share best practice to demonstrate successful systems and improved attendance. (JOT / KBY / BHF)	Relaunch RTT protocol with HoY's and SM's. Ensure this is being followed, checking monthly. (Sept 24)	Coordinated approach from the inclusion, behaviour and attendance teams.	T1	T2	T3	T4	T5	T6

Change our approach to behaviour management so that we focus 80% on developing connectedness and 20% on outcomes, rather than the other way round. <i>Element 5 Securing Continuous Improvement</i> Goal 2 Grow capability and capacity	Complete a full review of the current Behaviour Policy and shift the focus from consequences towards preventative and reactionary interventions which change behaviours over time by increasing connections between students, the school community and families. (JOT / KBY)	Reduced levels of negative behaviour points for all SEND students compared with previous data Reduced FTS per unit time compared with previous data (<50 of all FTS are attributed to SEND students). Increased levels of positive behaviour points over time for all SEND students. Ratio of at least 4:1 + / - which is in line with non-SEND + / - points ratio	Strategic working party and significant levels of staff CPD. Regular communication with SEND students and their families re. progress and support Regular communication with any AP providers with positive SEND student updates on progress and positive attitudes	T1	T2	T3	T4	T5	T6
Improve the inclusivity and connectedness between staff and ALL SEND students by ensuring that SEND students are fully represented in all aspects of John Mason School life. <i>Element 5 Securing Continuous Improvement</i>	SEND students of all years are fully represented on the school council SEND students fully participate and contribute to all House competitions SEND students are fully represented in all "public facing" school events such as Open Evening and Open Mornings. SEND students are given the opportunity and are fully represented in extra-Curricular clubs and activities including JMS sports events.	The percentage of send students being represented in all school events and activities will be a direct proportion of the number of SEND students as a percentage of the total school population = 17%. SEND Student Voice demonstrates improving attitudes.	Extra-Curricular registers Data of SEND students participation in all in school and out of school events Effective communication by school to all SEND students re. opportunities to "make a difference" and get involved in various aspects John Mason School daily life, culture and ethos.	T1	T2	T3	T4	T5	T6

	SEND students are given the opportunity to and participate in school trips			
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