

Learning Intervention Team Development Plan - SEND

LIT	Learning Intervention Managers		Student Services		Learning Support	
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School Development Priorities (SIP)

- Ensure the effective and comprehensive identification of gaps and disparities in the progress and attainment of all groups of learners.
- Remodel and develop SEND provision so that it more effectively meets the needs of learners.
- Implement effective strategies which work towards closing the attainment and progress gaps between disadvantaged and non-disadvantaged learners.
- Improve attendance so that it is above national figures.
 - Whole school target - 96%
 - Persistent Absence less than 10%
- Effective systems and processes to ensure high quality communication across the LIT team.
- Establish effective systems for the promotion of positive behaviour management and attitudes to learning.
- Develop a system for supporting and developing 'High Ability Learners' across the key stages

Learning Intervention Team Mission

The Learning Intervention Team is made up of three groups of specialist professionals: Learning Support, Student Services and Learning Intervention Managers who work collaboratively and cooperatively to support, challenge and care for every individual so that each child has opportunities to learn, thrive and make a positive contribution so that they are successful and achieve their best possible outcomes

The purpose of the Learning Intervention Team is to:

1. remove barriers to learning so that children can thrive
2. address learning needs through high quality personalised intervention
3. ensure appropriate provision of intervention so that all pupils make good progress
4. facilitate, provide and mediate appropriate care and support
5. support teachers to support students
6. provide a central information hub about each child

Team Objective 1: Establish a cohesive ,collaborative and efficient system to share,track and monitor information regarding key students.

Link to school priorities: Effective systems and processes to ensure high quality communication across the LIT team.

Actions	Who/when	Outcomes	Milestones	Monitoring (who)
<p>LIT leads to create a new version of student tracker that is shared amongst and updated by all members of the LIT team.</p>	<p>LGa/FFe/MNi New model established by Dec 2019.</p>	<p>A holistic approach to meeting the needs of vulnerable and complex students through high quality communication.</p> <ul style="list-style-type: none"> ● To identify a suitable model of collating and storing information. Explore models in other schools. ● LIT leads to identify a team shared proforma. ● Data team input new system on Bromcom. ● LIT team members access and store information accordingly. 	<ul style="list-style-type: none"> ● Attend other schools to share current model and to identify new model. ● Team review new model for data storage. ● LIT leads launch model with teams. ● Staff are more aware of students vulnerabilities and needs. 	<p>MLo</p>
<p>To identify precisely which students require a 'lead professional' and agree what the responsibilities of this role are.</p>	<p>LGa/FFe/MNi</p>	<p>A streamlined system in place to guarantee a clear overview to avoid unnecessary increased workload.</p> <ul style="list-style-type: none"> ● Identify the responsibilities of the lead professional. ● Identify suitable students for lead professional. ● Identify a way to monitor and record the impact of the lead professional role. ● QA lead professional role. ● Interventions across the LIT team shared and 	<ul style="list-style-type: none"> ● Improved communication with parents. ● Improved communication across the LIT team. ● High support for vulnerable high needs students 	<p>LIT leads</p>

		reviewed to ensure maximum impact for the child		
LIT team to disseminate key information to whole school staff.	LGa/FFe/MNi	<ul style="list-style-type: none"> ● Raise the profile of vulnerable students and ensure information is shared in a timely way with wider staff ● Update any changes to provision regarding SEN students 	<ul style="list-style-type: none"> ● Disseminate strategies to support students. ● Information on key students shared in staff meetings. ● AR & AN test data identifies priority Year 7 cohort 	PRe/MLo

Team Objective 2: Ensure that the changing structure of Learning support enables strategic deployment of TA's to fully meet the needs of all vulnerable learners.				
Link to school priorities: Remodel and develop SEND provision so that it more effectively meets the needs of learners				
Actions	Who/when	Outcomes	Milestones	Monitoring (who)
Rigorous recruitment drive to fulfil specialist TA roles	SEN Leadership	<ul style="list-style-type: none"> ● All specialist roles are fulfilled and meeting the needs of vulnerable students. ● Remodel catches significantly more students 	<ul style="list-style-type: none"> ● Specialist job roles are descriptive of responsibilities ● Full recruitment is 	PRe/MLo

		<p>and has higher impact</p> <ul style="list-style-type: none"> ● A tiered approach to the support offered to SEN and vulnerable students that are delivered at a specialist level 	<p>completed by October</p> <ul style="list-style-type: none"> ● Full embedded re model in place by summer term 	
SEN Leadership to establish an effective timetable	LGa / LHy	<ul style="list-style-type: none"> ● Stable timetable providing consistency of effective support across the curriculum ● Early identification of appropriate students for interventions ● Referral system in place for wider staff to voice concerns 	<ul style="list-style-type: none"> ● Strategic, clear timetable available to the SEN team. ● fluid and adaptive to meet the needs of the students ● Half termly review of time table 	LGa/PRe
Meaningful CPD to secure specialist knowledge and skills pertinent to the role	SEN Leadership	<ul style="list-style-type: none"> ● Specialist knowledge is implemented and shared amongst the department and wider staff body. ● Wellbeing increased throughout the team ● Smarter working throughout the team that is specific and has impact ● All CPD hours are completed and recorded accurately 	<ul style="list-style-type: none"> ● Appropriate training undertaken by specialist TAs throughout the year when training is available. ● Robust system in place to track CPD ● Opportunities in place for specialists to QA ● Shared practice to the wider staff 	LGa/ CBa
Quality assure interventions	SEN	<ul style="list-style-type: none"> ● Students that require interventions are 	<ul style="list-style-type: none"> ● Termly impact 	LGa/CBa

to assess impact	Leadership	<p>regularly identified and assessed for impact and relevance</p> <ul style="list-style-type: none"> ● Performance data shared with LIM team and wider staff body ● Improved, measurable attainment that is monitored and used to inform future practice. 	<p>reviews to ensure fluidity between interventions and mainstream.</p> <ul style="list-style-type: none"> ● Opportunities in place for specialists to QA ● Full review of interventions at the end of spring term 	
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