**Assistant Head of Inclusion** Review of RAP Plan

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June 2022

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| Theme 1  Raising Standards | * Identification and provision for children is continually monitored and evaluated for SEND pupils, regular meetings are held with parents and teachers regarding provision for children and any upcoming referrals/assessments. * Currently there are 3 EHCP requests for assessment, 2 at draft planning/panel, 1 awaiting professionals to assess. * Teachers have reviewed previous IEPS/PSPs etc. and updated accordingly. These are monitored for appropriateness of targets and progress. Teachers are currently meeting with parents to share these. * Regular meetings are held with the reading team regarding children’s progress in reading-in Spring 2/Summer 1 the focus is on children in Year 1 and the upcoming phonic screening. * Work with the reading team to discuss and implement ‘Keep up Phonics’ lessons for children in Year 1 and Reception to increase reading fluency. * Outside agencies have been made as required, children have been assessed and meetings have been held with parents to discuss reports. |
| Theme 2  Improving Teaching and Learning | * Training and CPD has been researched and sourced for both TAs and Teachers in ASD and Mangaing Challenging Behaviour * Newsletters provided to all staff each half term covering a range of topics. * Further Inset provided regarding differentiation-looking at planning into practice and focusing on improving teaching for lowest 20% in Foundation Subjects. * Walk - rounds completed with Lead practitioner and English Lead to evaluate phonics and reading practice, with feedback to staff to raise standards * Data monitoring of lowest 20% across the school and what the impact of interventions has been. This has been fed back to Learning to Read Leader and Reading to Learn Leader. |
| Theme 3  Leading Learning | * Twice weekly visits to EYFS to monitor environment and provide instant feedback. * Phonics check ins of the ‘Keep up group’ * Fortnightly discussions with Reception regarding lowest 20% of children, how to support them appropriately, what are their next steps? * Transition plans devised for SEND children for Year 1 (transition booklets, additional visits after moving on afternoon) * Liaising with outside Nurseries for new arrivals to Reception in September-transition for these pupils. * Training packages purchased for 1:1 TAs around challenging behaviour and ASD, weekly discussions to support staff with strategies/understanding and building confidence. |