



WCAT

Kinsley Academy

AFI (Areas for Improvement)

1st September 2016 – 31st August 2017.

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Areas for Improvement sign off:

Name	Signature	Date	Title
			Headteacher
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			RDE/SPD/TIP
			RDE/SPD/TIP
			Moderation Panel

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Context:

The school was inspected in February 2015 and was judged to be good; a judgement that was pushed for by the Headteacher and Local Governing Body at the time. However standards and achievement, had been, and was again that academic year, inadequate for all pupils.

In November 2016, the school converted to an Academy and at the same time, a new Headteacher was appointed, who believed the judgement to be a little generous; this was supported by the initial review by WCAT in November 2016 and then through further work by the new Headteacher supported by the Regional Director of Education from WCAT.

The Headteacher introduced the 2014 curriculum to the Academy, and along with it, a new assessment system that took into account statutory national requirements, actions which were long overdue. This obviously involved monumental changes which required intensive development for all staff to ensure that the Academy very urgently began to address the needs of statutory requirements, but also started the process of beginning to raise standards.

The curriculum that was introduced was developed to **provide an exciting curriculum that is broad, balanced and fully inclusive, that inspires and engages all children to learn and links directly to the assessment system.** Work has begun to then develop the quality of teaching and learning and enable the curriculum and assessment system to be delivered effectively.

In addition, further areas of development were identified by the Headteacher and RDE including: the structure and organisation of the Academy day, the quality of the learning environment and the resources within it, the internal organisation of the building, the systems and procedures relating to SEND and Behaviour and Attendance, the structure and roles within the support staff team and the lack of capacity within leadership within the Academy.

Work has begun at the Academy to re-organise the internal structure of the building and a full refurbishment programme has commenced. This will result in the Academy, by September 2016, being more fit for purpose and enable the children to learn in a bright, stimulating and high quality environment that generates an ethos of exceptionally high standards.

As the Academy was without a SENCo during the summer term of 2016, the headteacher worked closely with support from WCAT core team to begin to make developments in this area. An Inclusion Manager has been appointed for September 2016 as part of the re-distribution of roles. Transition work is planned for the autumn term to ensure that developments in SEND, in conjunction with Behaviour and Attendance, will continue next academic year.

Roles and responsibilities have been created and/or re-distributed for September 2016, to ensure that all the Academy's needs are met and that standards rise more rapidly. Previous to the Academy conversion, leadership was very narrow and inhibited growth of skills and therefore restricted the amount of progress that could be made. The current assistant heads have redefined roles: one taking responsibility for Inclusion and one for the development of the curriculum. Furthermore, a new assistant head has been appointed with the responsibility for leading standards. New middle leader roles have also been established enabling greater development of core subjects, and all other staff have revised roles, providing motivation for staff retention and enhanced work ethic through providing opportunities for future development.

As part of redefining roles, a full restructure of support staff has begun. This will provide the Academy with clearer lines of responsibility and accountability and also address its needs more efficiently and cost effectively.

In May 2016, the Local Governing Body was disbanded and an Interim Executive Committee was established by WCAT. This will, in the short term, until a new LGB can be developed, provide more strategic support and challenge to the work of the Headteacher and the Academy.

Example your academy dial to be inserted



AFI WCAT Rev 002 08-2015 - University Academy Keighley

01 Leadership, Management and Accountability

- 01 Accountability and self-evaluation
- 02 Teaching, Learning and Assessment
- 03 Performance Management
- 04 Organ/Structures and Curriculum
- 05 Leadership Development
- 06 Progress of students
- 07 Safeguarding
- 08 Governance
- 09 WCAT Links
- 10 Parents, Carers and Community

02 Quality of Teaching, Learning and Assessment

- 01 Planning, Impact, Evaluation of CPD
- 02 Teaching strategies / pedagogy
- 03 Observation
- 04 Teaching Development Group
- 05 Coaching for Excellence
- 06 Programmes of Learning
- 07 Recording and Sharing good Practice
- 08 Homework and self-study
- 09 Assessment
- 10 Performance Management

03 Skills inc. Literacy, Numeracy and Oracy

- 01 Reading development
- 02 Engagement and cross curricular links
- 03 Extended Writing
- 04 Literacy marking
- 05 Leadership
- 06 CPD

04 Personal Dev, Behaviour, Attendance and Welfare

- 01 Behaviour for learning
- 02 Inclusion and Withdrawal
- 03 Behaviour for learning CPD
- 04 Attendance challenge
- 05 Rewards and Pride
- 06 Personal Development and Welfare
- 07 Careers Guidance
- 08 Stakeholder engagement

05 Student Progress and Outcomes

- 01 QA and use of Data Collection
- 02 CPD in the use of data
- 03 Use of analysis systems
- 04 Progress data to inform teaching
- 05 Links to Performance Management
- 06 Organisational Structure and Meetings
- 07 Closing the Gap - All groups
- 08 Closing the Gap - SEND
- 09 Closing the Gap - Pupil Premium
- 10 Progress and Achievement 8

06 Post 16 Provision

- 01 Teaching, Learning and Assessment
- 02 Study programmes
- 03 Careers Guidance
- 04 Personal Development and Welfare
- 05 Data-analysis of progress and outcomes
- 06 Leadership and Accountability
- 07 Attendance and attitudes to learning
- 08 Progression and Retention

07 Ofsted Ready

- 01 Overall Effectiveness
- 02 Teaching, Learning and Assessment
- 03 Personal Dev, Behaviour and Welfare
- 04 Outcomes
- 05 Leadership and Management
- 06 Governance and WCAT
- 07 Post 16 Provision

ACTION 01: To raise standards of achievement and attainment across the Academy.

ID	Accountable	Objective
I.1	Danny Griffiths	To implement a curriculum that motivates all children
I.2	Trevor Hardy	To develop an effective assessment system
I.3	Jo White	To ensure that all staff understand and demonstrate elements of outstanding teaching and learning
I.4	Lindsey Ellis	To ensure that attendance across the Academy improves dramatically
I.5	Trevor Hardy	Learning spaces are conducive to learning

Success Criteria:

- **Success 1:** All children will be motivated by the curriculum provided
- **Success 2:** All staff will confidently use the Academy's assessment procedures to make accurate judgements
- **Success 3:** All staff will demonstrate features of good and outstanding teaching and learning
- **Success 4:** At least 60% of children will reach National Age Expectation
- **Success 5:** Attendance will rise to be 96%
- **Success 6:** All classrooms support and motivate learning
- **Success 7:** All shared spaces are purposeful

ACTION: I.1 ID objective: To implement a curriculum that motivates all children

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02.01	<ul style="list-style-type: none"> • Planning days - support provided for planning in year groups pairs 	<ul style="list-style-type: none"> • Planned learning is exciting, provides full coverage and appropriate opportunities to link areas of the curriculum and follows Academy policy. 	<ul style="list-style-type: none"> • Planning Day each term • Planning Scrutiny end of half term 1,3&5 	DG/TH	JW	RDE	

02.01	<ul style="list-style-type: none"> Weekly planning sessions directed by key stage leaders 	<ul style="list-style-type: none"> Purposeful units of learning are developed that enable the children to understand the purpose of specific skills, knowledge and/or application sessions of learning and how they contribute to the outcome. 	<ul style="list-style-type: none"> Lesson Obs HalfTerm 1 & 6 Learning Walk Half Term 3 	DG/TH	JW	RDE	
02.01	<ul style="list-style-type: none"> Whole Academy staff meetings (see Termly Calendar) 	<ul style="list-style-type: none"> All staff engage children in learning through Planning practical learning and curriculum enhancements to provide hooks to learning 	<ul style="list-style-type: none"> Ongoing all Year in relation to individual and/or group/whole Academy identified needs 	JW	SLT	RDE	
02.05	<ul style="list-style-type: none"> Individual support provided as appropriate 	<ul style="list-style-type: none"> All staff have appropriate development logs that contribute to a raise in standards of teaching and learning. 	<ul style="list-style-type: none"> NQT plans in place by end of week 3 Staff development logs in place by end of Half term 1 	TH/DG LE	JW	WCAT Core Team	

ACTION 1.2 Objective: To develop an effective assessment system

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
05.02	<ul style="list-style-type: none"> Audit of current position 	<ul style="list-style-type: none"> The new leader understands the current position of the Academy and plans actions to move it forward and raise standards 	<ul style="list-style-type: none"> End of week 4 	TH	SLT	JW	
05.02	<ul style="list-style-type: none"> Staff development sessions to develop understanding of new assessment procedures 	<ul style="list-style-type: none"> All staff are confident in knowing when and how to make accurate assessment judgements 	<ul style="list-style-type: none"> Staff development sessions week 11,24& 36 Timetable by end of week 2 	TH	JW	AIPs	

05.02	<ul style="list-style-type: none"> • Staff development sessions relating to the new tracking system 	<ul style="list-style-type: none"> • The Academy's tracking system is used effectively in line with WCAT and Academy policy Academy 	<ul style="list-style-type: none"> • Week 12, 25 & 37 	TH	JW	RDE	
	<ul style="list-style-type: none"> • Develop further and moderate portfolios of evidence • Attend WCAT & LA moderations 	<ul style="list-style-type: none"> • Assessment data is accurate 	<ul style="list-style-type: none"> • Staff development sessions week 11,24& 36 	TH	JW	WCAT Core team	
05.02	<ul style="list-style-type: none"> • Staff meetings to develop understanding of how to deepen children's learning 	<ul style="list-style-type: none"> • Planning is effective in creating opportunities for independence and application of skills and knowledge 	<ul style="list-style-type: none"> • Ongoing all Year in relation to individual and/or group/whole Academy identified needs 	JW	SLT	RDE	
05.05	<ul style="list-style-type: none"> • Establish Pupil Progress Meetings Procedures 	<ul style="list-style-type: none"> • Standards raise through the academy and targets are met 	<ul style="list-style-type: none"> • Week 13, 26 & 38 	TH	JW	SLT	
01.10	<ul style="list-style-type: none"> • Parent workshops 	<ul style="list-style-type: none"> • Parents understand the Academy's Assessment Policy and how this fits with national expectations 	<ul style="list-style-type: none"> • Support for parents termly 	TH	JW	SLT	

ACTION 1.3 ID Objective: To ensure that all staff understand and demonstrate elements of outstanding teaching and learning

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
02.01	<ul style="list-style-type: none"> • Staff meetings focussed on elements of outstanding teaching and learning – see termly calendar including <ul style="list-style-type: none"> ❖ Appropriate planned learning opportunities ❖ Hooks for learning ❖ Structure of lessons/days/weeks/terms ❖ LO & SC ❖ Resources including ICT ❖ AFL ❖ Environment ❖ Marking policy ❖ Use of support staff ❖ Subject specific (see separate action plans eg Phonics, English, Maths, ICT) 	<ul style="list-style-type: none"> • Teaching and learning is good or outstanding across the Academy 	<ul style="list-style-type: none"> • Planning Day each term • Planning Scrutiny end of half term 1,3&5 • Lesson Obs HalfTerm 1 & 6 • Learning Walk Half Term 2 & 3 • Staff meetings weekly 	Class teachers	<ul style="list-style-type: none"> • JW • SLT • Subject leaders 	WCAT core team	

02.05	<ul style="list-style-type: none"> • Provide support mechanisms and/or development opportunities for all teachers 	<ul style="list-style-type: none"> • Teaching and learning is good or outstanding across the Academy 	<ul style="list-style-type: none"> • NQT plans in place by end of week 3 • Staff development logs in place by end of Half term 1 • Staff profiles by end of Half term 2 	DG/LE/TH	JW	WCAT core team	
02.01	<ul style="list-style-type: none"> • Development sessions for teaching assistants 	<ul style="list-style-type: none"> • Teaching Assistants are used to support and extend learning where appropriate and contribute to progress of all children 	<ul style="list-style-type: none"> • By end of half term 1 Staff Profiles by end of Half term 2 	DG/LE/TH	SEND AIP	RDE	
01.02	<ul style="list-style-type: none"> • Develop a teaching and learning policy 	<ul style="list-style-type: none"> • The policy contributes to a rise in the quality of teaching and learning 	<ul style="list-style-type: none"> • End of half term 1 	JW	SLT	IEC/LGB RDE	
01.10	<ul style="list-style-type: none"> • Share teaching and learning policy and new curriculum with parents 	<ul style="list-style-type: none"> • Parents have a better understanding of the work of the Academy and how it is trying to raise standards 	<ul style="list-style-type: none"> • Term 3 onwards • Website – updated throughout year 	JW	SLT	IEC/LGB RDE	
01.03	<ul style="list-style-type: none"> • Adopt and Effectively use the WCAT Appraisal Policy 	<ul style="list-style-type: none"> • All staff have appropriate targets identified that contribute to Academy standards rising and relates to pay progression 	<ul style="list-style-type: none"> • Targets set by end of week 5. • Reviews in term 3 • End of year review in term 6 	JW	SLT	IEC/LGB RDE	

ACTION 1.4 ID Objective: To ensure that attendance across the Academy improves dramatically

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04.04	<ul style="list-style-type: none"> Develop a new Attendance Policy 	<ul style="list-style-type: none"> Attendance is monitored closely and effectively leading to a rise in overall attendance and a decrease in PA 	<ul style="list-style-type: none"> By end of half term 2 onwards Monitored weekly 	SLT	AM (Beh,Att & Safeguarding AIP)	IEC/LGB RDE	
04.08	<ul style="list-style-type: none"> Inform children and parents of the new Attendance Policy 	<ul style="list-style-type: none"> Children and parents begin to understand the importance of good attendance and it is celebrated and rewarded leading to attendance improving 	<ul style="list-style-type: none"> By end of half term 2 onwards Celebration assemblies weekly 	LE	AM (Beh,Att & Safeguarding AIP)	IEC/LGB	

ACTION 1.5 ID Objective: To develop a stimulating and effective learning environment.

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.05	<ul style="list-style-type: none"> New leader to audit existing practice and identify priorities 	<ul style="list-style-type: none"> leadership of the Academy environment is outstanding 	<ul style="list-style-type: none"> By end of week 7 	TH	JW	RDE	
01.04	<ul style="list-style-type: none"> Develop and implement an Environment Policy that reflects the Academy's ethos 	<ul style="list-style-type: none"> All staff adhere to the policy and ethos of the Academy leading to an outstanding learning environment 	<ul style="list-style-type: none"> Policy in place from week 7 	All staff	TH	JW RDE	

IMPACT MILESTONES: Action 01.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
60% of planning files follow format		80% of planning files follow format		100% of planning files follow format	
60% of teachers planning motivated by the curriculum		80% of children are motivated by the curriculum			100% of children are motivated by the curriculum
All Staff development plans in place					
	60% of staff are confident with new assessment policy and make accurate judgements		80% of staff are confident with new assessment policy and make accurate judgements		100% of staff are confident with new assessment policy and make accurate judgements
	55% of children are on track to reach age expectations		65% of children are on track to reach age expectations		75% of children are on track to reach age expectations
50% of teaching staff demonstrate elements of good and outstanding teaching	60% of teaching staff demonstrate elements of good including 10% outstanding teaching	70% of teaching staff demonstrate elements of good including 10% outstanding teaching	80% of teaching staff demonstrate elements of good including 20% outstanding teaching	90% of teaching staff demonstrate elements of good including 20% outstanding teaching	100% of teaching staff demonstrate elements of good including 30% outstanding teaching
Overall attendance rises to 95.2% % of PA decreases to 8%	Overall attendance rises to 95.4% % of PA decreases to 7.5%	Overall attendance rises to 95.5% % of PA decreases to 7%	Overall attendance rises to 95.6% % of PA decreases to 6.5%	Overall attendance rises to 95.8% % of PA decreases to 6%	Overall attendance rises to 96% % of PA decreases to 5.5%
Policy revised	60% of staff have high quality learning environments	70% of staff have high quality learning environments	80% of staff have high quality learning environments	90% of staff have high quality learning environments	100% of staff have high quality learning environments

ACTION 02 Insert Title: To implement a staffing structure that reflects the current needs of the Academy and raises attainment.

ID	Accountable	Objective
2.1	Jo White	The SLT has an impact on whole Academy development
2.2	Danny Griffiths,	Middle leadership is effective in contributing to raising standards
2.3	Trevor Hardy	Teachers effectively contribute to raising standards
2.4	Lindsey Ellis	Support staff effectively contribute to raising standards

Success Criteria:

- Success 1:** All staff have clear roles, responsibilities and lines of accountability
- Success 2:** All job descriptions reflect individual roles and responsibilities
- Success 3:** The revised structure will lead to at least 75% of children reaching National Age Expectation

ACTION 2.1 ID Objective: The SLT has an impact on whole Academy development

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.01	<ul style="list-style-type: none"> • Revise SLT job roles and responsibilities 	<ul style="list-style-type: none"> • SLT members all contribute to a raise in standards across the academy 	<ul style="list-style-type: none"> • Roles clear by end of half term 1 • Training ongoing 	SLT members	JW	RDE	

01.04	<ul style="list-style-type: none"> Revise job descriptions 	<ul style="list-style-type: none"> SLT job descriptions reflect the roles needed in the academy 	<ul style="list-style-type: none"> Job descriptions clear by end of half term 1 Training ongoing 	JW	SLT	RDE	
01.05	<ul style="list-style-type: none"> Write action plans 	<ul style="list-style-type: none"> SLT members write action plans specific to their revised areas of responsibility SLT meets regularly to review actions, impact and what next 	<ul style="list-style-type: none"> Actions plans by end of week 4 Meetings all year 	SLT members	JW	RDE	

ACTION 2.2 .ID Objective: Middle leadership is effective in contributing to raising standards

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.01	<ul style="list-style-type: none"> Establish middle leaders 	<ul style="list-style-type: none"> All stakeholders know who middle leaders are 	<ul style="list-style-type: none"> End of half term 2 	JW	IEC/LGB	WCAT core team	
01.04	<ul style="list-style-type: none"> Revise job descriptions 	<ul style="list-style-type: none"> Roles and responsibilities of middle leaders are clear 	<ul style="list-style-type: none"> Job descriptions clear by end of half term 1 	JW	IEC/LGB	WCAT core team	
01.05	<ul style="list-style-type: none"> Write action plans 	<ul style="list-style-type: none"> Middle Leaders meet regularly with SLT to review actions, impact and next steps 	<ul style="list-style-type: none"> Actions plans by end of week 4 Review in planned SLT meetings half termly 	TH/DG/LE	RDE	JW	

ACTION 2.3 .ID Objective: Teachers effectively contribute to raising standards

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.05	<ul style="list-style-type: none"> Support teaching staff in their new roles 	<ul style="list-style-type: none"> All aspects of Academy leadership develop and improve standards 	<ul style="list-style-type: none"> Mentoring weekly Appraisal timetable followed term 1, 3 and 6 	TH/DG/LE	JW RDE	IEC/LGB	
01.02	<ul style="list-style-type: none"> Teachers to engage in appropriate CPD to address teaching and learning needs 	<ul style="list-style-type: none"> Teaching is judged to be good or outstanding 	<ul style="list-style-type: none"> Improvements documented in each round of monitoring (see calendar) CPD ongoing 	Class teacher	SLT	RDE WCAT core team	

ACTION 2.4 .ID Objective: Support staff effectively contribute to raising standards

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
01.04	<ul style="list-style-type: none"> Implement revised support staff structure and provision 	<ul style="list-style-type: none"> The support staff team members have clear roles and responsibilities that reflect the needs of the Academy 	<ul style="list-style-type: none"> By end of half term 1 	JW	RDE	IEC/LGB	
01.04	<ul style="list-style-type: none"> Any unfilled vacancies are advertised externally and appointed 	<ul style="list-style-type: none"> Support staff structure is fully appointed to 	<ul style="list-style-type: none"> By end of half term 1 	JW	RDE	IEC/LGB	
01.03	<ul style="list-style-type: none"> Provide appropriate training and development to support the new roles and responsibilities within the Academy. 	<ul style="list-style-type: none"> All support staff have appropriate targets identified that contribute to Academy standards rising and relates to pay progression 	<ul style="list-style-type: none"> Appraisal timetable followed term 1, 3 and 6 Support and development logs by end of half term 4 	SLT	WCAT AIP for SEND & BA&SG	IEC/LGB	

IMPACT MILESTONES: Action 02.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
All staff have clear roles and responsibilities	All teachers have Individual Staff Profiles that evidence development to meeting the teacher standards		All support staff have Individual Staff Profiles that evidence development to meeting the teaching assistant standards		Responsibilities and the impact in the Academy are reviewed in line with standards
All leaders action plans written	Action Plans Reviewed; progress and next steps identified		Action Plans Reviewed; progress and next steps identified		Action Plans Reviewed; progress and next steps identified
Appraisal Cycle started; all staff have challenging and appropriate targets that contribute to individual and whole Academy development		Appraisal Cycle mid-point review; progress towards targets and next steps and appropriate support identified			Appraisal Cycle end of year review. Progress made toward targets identified and used in relation to any pay progression
NQT Development Plans Written; appropriate targets and support identified	NQT Development Plans Reviewed and progress towards targets and next steps identified; end of Term Summary Report Written	NQT Development Plans Reviewed and progress towards targets and next steps identified	NQT Development Plans Reviewed and progress towards targets and next steps identified; end of Term Summary Report Written	NQT Development Plans Reviewed and progress towards targets and next steps identified	NQT Development Plans Reviewed and progress towards targets and next steps identified; end of Year Summary Report Written.

ACTION 03 Insert Title: To develop effective inclusion procedures so that all children are motivated to learn.

ID	Accountable	Objective
3.1	LE	Staff understand and respond to the needs of all children
3.2	LE	Effective SEND processes and policies are in place

Success Criteria:

- Success 1:** All children receive appropriate intervention and therefore all needs are met
- Success 2:** The Academy has appropriate policies and procedures in place that are followed by all staff

ACTION 3.1.ID Objective: Staff understand and respond to the needs of all children

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
05.08	<ul style="list-style-type: none"> • Establish new ethos through development sessions including <ul style="list-style-type: none"> ❖ SEND need types, ❖ Attachment ❖ Identifying need type ❖ Types of intervention ❖ SEMH ❖ Behaviour Management <input type="checkbox"/> Training for support staff 	<ul style="list-style-type: none"> • All staff respond effectively and appropriately to all children's needs 	<ul style="list-style-type: none"> • Register by end of half term 1 • Intervention appropriate ongoing from start of half term 2 • Staff development sessions ongoing 	All staff	SLT	AB (SEND AIP)	

04.01	<ul style="list-style-type: none"> Develop and implement a new Behaviour policy 	<ul style="list-style-type: none"> All staff follow the Behaviour Policy and therefore have a positive impact on children's behaviour 	<ul style="list-style-type: none"> Policy in place by week 10 Reward/sanction systems from start of term 3 Children taking responsibility from half term 6 Website updated throughout year 	All staff	LE/JW/TM	AM (Beh,Att & Safeguarding AIP)	
	<ul style="list-style-type: none"> Staff re-structure (see Action 2.4) 						

ACTION 3.2.ID Objective: Effective SEND processes and policies are in place

AFI ID	Action	Success	Milestones	Accountable	Monitoring	Evaluation	Progress
04.02	<ul style="list-style-type: none"> Staff development sessions to introduce and implement new Policy and procedures and Ethos (see termly calendar) 	<ul style="list-style-type: none"> All staff's knowledge of SEND is accurate and up-to-date and has an impact on practice across the Academy 	<ul style="list-style-type: none"> New procedures in place by end of half term 2 Procedures to be followed from half term 3 	LE	SLT	WCAT SEND AIP	
01.10	<ul style="list-style-type: none"> Organise children and parent/career sessions relating to new Academy policy and practice 	<ul style="list-style-type: none"> Children and Parents begin to understand the new procedures and policy relating to SEND and how these have an impact on outcomes for children 	<ul style="list-style-type: none"> Termly one page profile shared with parents Termly MSP meetings Annual reviews held 	LE	SLT	WCAT SEND AIP	

			<ul style="list-style-type: none"> • Termly SEND drop in sessions starting end of half term 2 				
01.05	<ul style="list-style-type: none"> • revise/amend/re-write policies to reflect current practice and the Code of Practice • Establish & develop a Pastoral team 	<ul style="list-style-type: none"> • Leadership of Inclusion, including safeguarding is outstanding 	<ul style="list-style-type: none"> • Team established by end of half term 2 • CPD ongoing • Policies in place by end of half term 2 	LE/TM	JW	WCAT AIP for SEND & BA&SG	

IMPACT MILESTONES: Action 03.

End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
SEND Register up-to-date	SEND Register up-to-date		SEND Register up-to-date		SEND Register up-to-date
60% of children receiving appropriate intervention	70% of children receiving appropriate intervention	80% of children receiving appropriate intervention	90% of children receiving appropriate intervention	100% of children receiving appropriate intervention	100% of children receiving appropriate intervention
The Academy's Behaviour Policy is revised	70% of children take responsibility for understanding the Academy's Behaviour Policy	75% of children take responsibility for understanding the Academy's Behaviour Policy	80% of children take responsibility for understanding the Academy's Behaviour Policy	90% of children take responsibility for understanding the Academy's Behaviour Policy	100% of children take responsibility for understanding the Academy's Behaviour Policy
SEND Policy revised	SEND Policy shared with all staff	100% of staff are following the revised policy	Parents and children are aware of the revised policy		