

Strategy 4: Identify and provide effective support for the most vulnerable learners to ensure that they make at least good progress.

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
4.1 Continue to embed Monitoring/Evaluation System for delivery of Targeted Outcome Plan targets; Intervention Groups;	HL	High quality delivery of targets for IEP's/ Thrive Plans/TOP's and Intervention Groups.	Monitoring evidence	SLT / CoG		
			Pupil Progress Meeting Data	SLT / CoG		
4.2 Continue to develop a programme of Staff Training/ CPD to ensure all staff are well informed on quality first, inclusive teaching, differentiation and on specific special education needs.	HL	Evidence of Quality First Teaching – with clear differentiation for vulnerable learners.	Performance Management Observations	SLT		
			Inclusion Leader Lesson observations	HL		
			Pupil Progress Meeting Data	SLT / CoG		
4.3 Develop a THRIVE room and establish the role of Thrive T.A.	HL	Thrive plans are delivered regularly and effectively and this improves well-being and readiness to learn of vulnerable children.	Inclusion Leader – THRIVE plans monitoring.	HL	Brighter Futures	Kieran McCarthy
4.4 Continue to develop an effective programme for inducting EAL/BME children and for enabling them to learn English.	HL	EAL/BME children will make good progress. Families will feel welcomed and well supported by the school.	HL to report to SLT and Governors on EAL/BME systems and practices being implemented. Pupil Progress Meeting data analysis.	SLT/CoG	KickStart – regular visits and monitoring.	Dot Lee



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Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
4.5 To develop the use of School Pupil Tracker to monitor vulnerable children.	HL	Vulnerable children will make better progress due to closer and more effective monitoring system.	HL to report to SLT and Governors at regular points through the year.	SLT/CoG		

Mission: Outstanding by 2018

Milestones				
Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
Inclusion Leader	4.1	Analysed monitoring of TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans delivery shared with SLT and feedback given to Class Teachers and 1:1 Teaching Assistants	Staff training to further support effective delivery of TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans to be reflected in Inclusion Leader report to SLT.	Inclusion Leader to share evidence that all teachers and 1:1 TA's have improved the quality of delivery of TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans and this has an impact on vulnerable children's progress.
	4.2	HL to have established regular slot in staff meetings to provide staff with Inclusion training. HL to have arranged staff training slots through the year on supporting vulnerable learners with Chris Arnold (Achievement for All).	HL to report to SLT on feedback from Teaching Staff about how training has impacted their teaching and which training they require more of.	A review of the past year's training will be made and a programme developed for 2017/2018.
	4.3	HL to work with Nicky Spencer Hutchins – consultant from Brighter Futures to resource the new Thrive Room and to train Jose Alvarez (Thrive TA) to deliver Thrive Plan activities to individuals/small groups.	HL to provide report to SLT demonstrating how the Thrive Room has been successfully established and the impact on the children who are accessing the room.	A review of the past year's use of Thrive plans being delivered by a Thrive TA in the dedicated Thrive Room will be made and a plan developed for 2017/2018 – what has worked well/what needs tweaking/is the resourcing adequate?
	4.4	HL to ensure that all new starters/EAL children have a regularly reviewed Language Plan, supported with high quality resources.	HL to provide report to SLT on the progress made by our EAL children.	A review of the past year's EAL provision will be made, looking at strengths and weaknesses and a plan will be developed for 2017/2018.

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Milestones				
Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
	4.5	All vulnerable children will be grouped on SPTO and will be tracked and monitored by HL.	HL will use data collected from SPTO to challenge/support Class Teachers about the progress made by vulnerable children in their classes through Pupil Progress Meetings.	HL will report to SLT about how the closer tacking and monitoring of vulnerable children on SPTO has impacted their progress.
Monitoring & Evaluation				
SLT	4.1	SLT to assess Analysed monitoring of TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans, provided by Inclusion Leader.	SLT to assess report on Staff training to further support effective delivery of TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans.	SLT to assess evidence that all teachers and 1:1 TA's have improved the quality of delivery of TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans and examine whether this has had an impact on vulnerable children's progress.
	4.2	SLT to monitor Inclusion training delivered/arranged so far by HL and ensure that opportunities for further training slots are made available for the rest of the academic year.	SLT to consider feedback from Teaching Staff about how training has impacted their teaching and which training they require more of.	SLT to examine the Inclusion Leader's review of the past year's training and input on further development in 2017/2018.

Mission: Outstanding by 2018

Milestones				
Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
SLT	4.3	SLT to monitor work carried out by HL and Nicky Spencer Hutchins – consultant from Brighter Futures to resource the new Thrive Room and to train Jose Alvarez (Thrive TA) to deliver Thrive Plan activities to individuals/small groups.	SLT to assess report from Inclusion Leader demonstrating how the Thrive Room has been successfully established and the impact on the children who are accessing the room.	SLT to input on a review of the past year’s use of Thrive plans being delivered by a Thrive TA in the dedicated Thrive Room and on a plan developed for 2017/2018 – what has worked well/what needs tweaking/is the resourcing adequate?
	4.4	As part of Pupil Progress Meetings, SLT to check that all new starters/EAL children have a regularly reviewed Language Plan..	SLT to assess Inclusion Leader’s report on the progress made by our EAL children.	SLT to input on review of the past year’s EAL provision will be made, looking at strengths and weaknesses and a plan will be developed for 2017/2018.
	4.5	SLT to help ensure that all vulnerable children are grouped on SPTO.	SLT to support HL in using data collected from SPTO to challenge/support Class Teachers about the progress made by vulnerable children in their classes through Pupil Progress Meetings.	SLT to assess Inclusion Leader’s report about how the closer tacking and monitoring of vulnerable children on SPTO has impacted their progress.
Monitoring & Evaluation				

Mission: Outstanding by 2018

Milestones				
Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
Teachers	4.1	Teachers to ensure that TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans delivery is timetabled and recorded consistently. Teachers to support TA's to deliver plans through good communication and input.	Teachers to take part in training to further support effective delivery of TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans. Teachers to support TA's to deliver plans through good communication and input.	Teachers to reflect on successes/weaknesses of delivery of TOPs/IEPs/EHCPs/Thrive plans/EAL Language Plans and give feedback to Inclusion Leader/SLT on what support or further training is needed.
	4.2	Teachers to take part in regular training on Inclusion and approach Inclusion Leader promptly with any requests for support.	Teaching Staff to give feedback to Inclusion Leader about how training has impacted their teaching and which training they require more of.	Teachers to identify further training needs for 2017/2018.
	4.3	Teachers to help identify children needing an individual Thrive Plan by completing a whole class baseline.	Teachers to regularly complete Thrive baseline assessments for individual children to ensure that progress is made.	Teachers to give feedback to Inclusion Leader on what has worked well and what needs tweaking with dedicated Thrive Room and Thrive TA.
	4.4	Teachers to ensure that slots are timetabled for the delivery of Language Plans for EAL children.	Teachers to ensure that Language Plans are regularly reviewed and updated.	Teachers to give feedback to Inclusion Leader on what is going well with EAL provision and what they feel they need more support with.



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Milestones				
Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
	4.5	Teachers to input assessment onto SPTO regularly for children in their class. Teachers to add notes to vulnerable children’s profiles to help build up a ‘story’ for these children.	Teachers to use SPTO data and monitoring on vulnerable children to help impact on their progress.	Teachers to use SPTO data and monitoring on vulnerable children to help impact on their progress.
Monitoring & Evaluation				
Vulnerable Learners	4.1	Vulnerable children make progress through regular, high quality delivery of individual learning plans.	Vulnerable children make progress through regular, high quality delivery of individual learning plans.	Vulnerable children fulfil potential through regular, high quality delivery of individual learning plans and close the gap with other learners.
	4.2	Vulnerable children make greater progress due to staff training.	Vulnerable children make greater progress due to staff training.	Vulnerable children fulfil their potential due to the impact of staff training and close the gap with other learners.
	4.3	Vulnerable children make greater progress by having their emotional needs met through a Thrive Plan.	Vulnerable children make greater progress by having their emotional needs met through a Thrive Plan.	Vulnerable children fulfil their potential by having their emotional needs met through a Thrive Plan and close the gap with other learners.



Milestones				
Who	Strategy	Term 2 2016-17	Term 4 2016-17	Term 6 2016-17
	4.4	EAL children make good progress in learning English due to the regular delivery and reviews of individual Language Plans.	EAL children make good progress in learning English due to the regular delivery and reviews of individual Language Plans.	EAL children make good progress in learning English due to the regular delivery and reviews of individual Language Plans.
	4.5	Vulnerable learners make better progress because of the closer tracking and monitoring on SPTO.	Vulnerable learners make better progress because of the closer tracking and monitoring on SPTO.	Vulnerable learners fulfil their potential and close the gap with other learners because of the closer tracking and monitoring on SPTO.
Monitoring & Evaluation				