

Mission: Outstanding by 2018

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 all individual plans. Introduce new Class Inclusion Folders to allow for more effective monitoring.	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, use of Teaching Assistants and on specific special education needs.	HL	Evidence of Quality First Teaching – with clear differentiation for vulnerable learners. Effective use of TA's.	Performance Management Observations	SLT		
			Inclusion Leader Lesson observations	HL		
			Pupil Progress Meeting Data	SLT / CoG		
4.3 Introduce new role of Thrive Action Plan Practitioner (AT). Support practitioner in delivering Thrive plans and resourcing the Thrive Room.	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 assessing EAL/BME children using the Solihull EAL Tracker.	HL	EAL/BME children will make good progress.	HL to report to SLT and Governors on EAL/BME systems and practices being implemented. Pupil Progress Meeting data analysis.	SLT/CoG	KickStart – 3 visits a year	Bharti Joshi



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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 Provision Mapping to monitor and support 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		



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Milestones				
Who	Strategy	Term 2 2017-18	Term 4 2017-18	Term 6 2017-18
Inclusion Leader	4.1	Analysed monitoring of ILPs/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 ILP's/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 ILPs/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. HL to continue to produce 'Inclusion Matters' newsletter with training element.	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 2018/2019.
	4.3	HL and AT to carry out a review of impact of Thrive Plan delivery and carry out any improvements/changes required to improve provision. AT to attend 4 day Theraplay training as CPD to support her new role.	Use of SPTO Provision Mapping to monitor impact of Thrive Plan delivery for individual children.	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 2018/2019 – 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 introduce	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 2018/2019.



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		Solihull EAL Tracker to all staff and for staff to be using this as part of the assessment cycle.		
	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.



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Who	Strategy	Term 2 2017-18	Term 4 2017-18	Term 6 2017-18
	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.
SLT	4.3	SLT to monitor Thrive Plan delivery by AT, supervised by HL through reporting at SLT meetings.	SLT to assess report from Inclusion Leader demonstrating how the regular Thrive plan delivery is impacting 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 2018/2019 – 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 and use of Solihull EAL Tracker.	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 2018/2019.
	4.5	SLT to monitor SPTO Provision Mapping.	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.



Milestones				
Who	Strategy	Term 2 2017-18	Term 4 2017-18	Term 6 2017-18
	Monitoring & Evaluation			
Teachers	4.1	Teachers to ensure that ILPs/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 ILPs/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 ILPs/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 2018/2019.
	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.

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	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.
	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.



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Who	Strategy	Term 2 2017-18	Term 4 2017-18	Term 6 2017-18
	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.
	4.4	EAL children make good progress in learning English due to the regular delivery and reviews of individual Language Plans and use of assessment.	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				