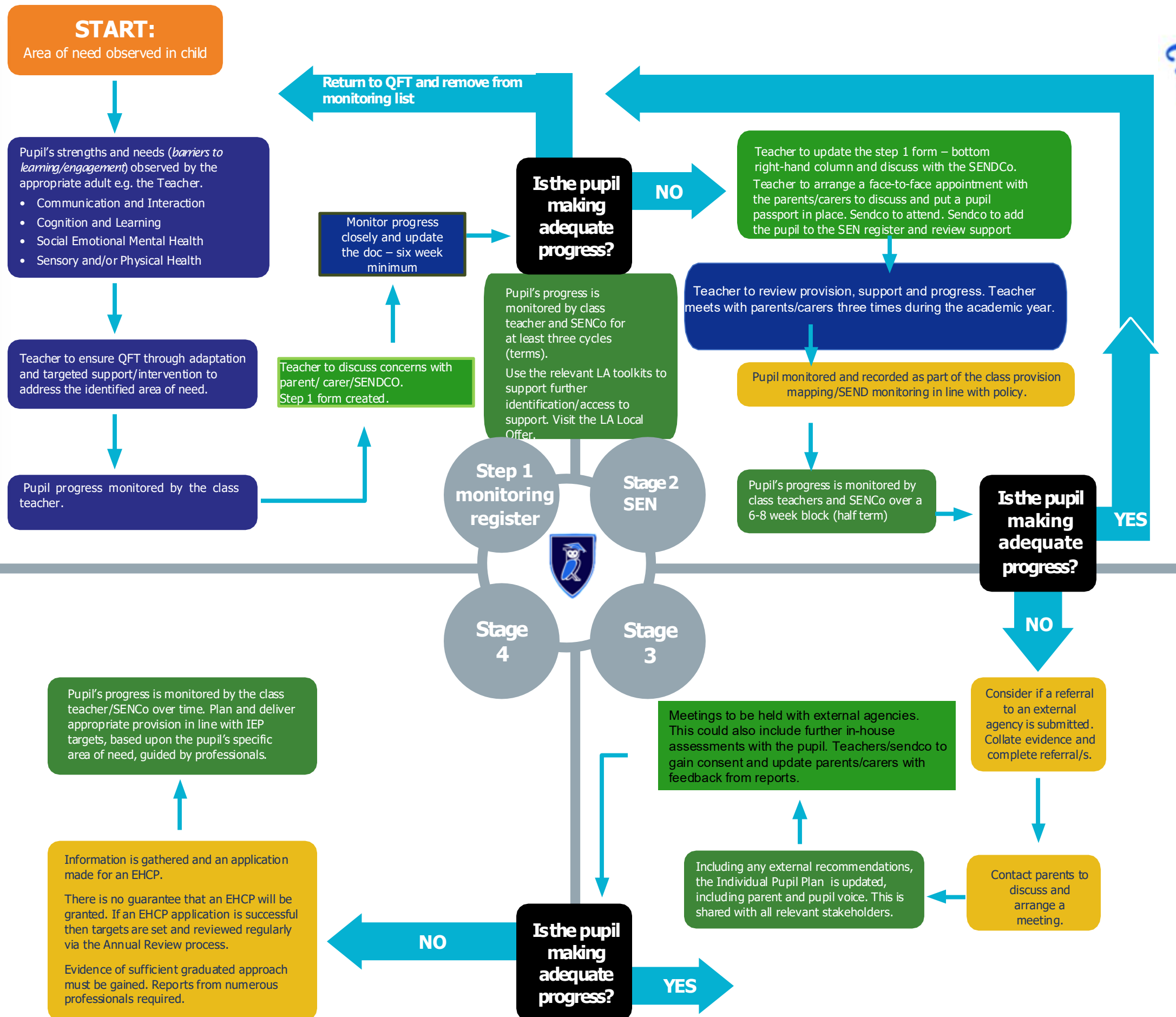


The SEND Journey at Reynolds Academy



Leaders

- Create/ communicate schemes of delegation and align the SEND journey to policy
- SEND data overview created to strategically plan for SEND provision and identify trends
- Monitor the number of pupils being identified
- Closely monitor and evaluate QFT, including adaptations and the quality of intervention
- Monitor progress rates of all pupils including SEND
- Specific 'at risk' pupils identified and monitored in pupil progress meetings
- Ensure CPD pathways for all staff based upon current and upcoming needs



Leaders:

- Meeting with the SENCo to identify need/ strategically and financially plan for pupils with SEN
- Monitor/quality assure pupil, parent voice, and curriculum content in relation to SEND, including the quality of targets for pupils with additional needs.
- Continue to monitor/ quality assure all aspects of QFT and interventions both discrete and in class.
- Ensure processes for communication/ transition are robust

Leaders

- Monitor/quality assure the provision for pupils with SEND
- What is the impact of SEND provision over time?
- How are the staff/ resources/funding structured to maximise the impact?
- Supporting and leading staff to manage needs
- CPD for all specialist staff
- Ensure processes for communication/ transition are robust

Key:

- Teacher
- SENCo
- Teacher & SENCo
- Leaders