Rodings Primary School

School Development Plan

Respect **Enjoyment** **Care** **Confidence** **Challenge**

Summary 2021 - 2024
Detail 2021-2022

2021-2022	2022-2023	2023-2024
Key Priority 1: To improve the wellbeing of children and staff so that they achieve their best but are also resilient and can overcome barriers. **Key Priority 2:** End of Key phase outcomes - That at least 75-80% of children achieve GLD in EYFS and in all other year groups at least 80% of the children achieve expected outcomes, with KS2 gaining a combined score of at least 80% **Key Priority 3:** To plan effectively for changes in staff structures due to staff mobility e.g. promotion of staff so that the school continues to be successful. To provide appropriate and meaningful CPD so that all levels of leaders can be successful and impactful. **Key Priority 4:** To support vulnerable groups of children with early speech and language development.	**Key Priority 1:** Continuation of the implementation of the Rodings Curriculum. Outcomes of children are above the national average. **Key Priority 2:** Embedding of the Rodings Arts Hub. Develop further Partnership working. **Key Priority 3:** Development of oracy skills **Key Priority 4:** Development of enrichment activities **Key Priority 5:** Increased release time to support SEND and disadvantaged children	**Key Priority 1:** Continuation of the implementation of the Rodings Curriculum. Outcomes of children are above the national average. **Key Priority 2:** Investigate options for pre-school provision **Key Priority 3:** Review school premises in light of increasing numbers. **Key Priority 4:** Rodings Hub is established for the wider school community **Key Priority 5:** Rodings offers a CPD opportunities for curriculum development, including the arts.

2021-2022	2022-2023	2023-2024
Parent Partnership	**Parent Partnership**	**Parent Partnership**
Autumn Term Meet the Teacher evening KS2 SATs and Secondary transfer evening Parent drop in sessions Learning Consultation Evenings Open Day and Evening	**Autumn Term** Meet the Teacher evening KS2 SATs and Secondary transfer evening Parent drop in sessions Learning Consultation Evenings Open Day and Evening	**Autumn Term** Meet the Teacher evening KS2 SATs and Secondary transfer evening Parent drop in sessions Learning Consultation Evenings Open Day and Evening
Spring Term Parent drop in sessions Learning Consultation Evenings Learning Conference Report sent home	**Spring Term** Parent drop in sessions Learning Consultation Evenings Learning Conference Report sent home	**Spring Term** Parent drop in sessions Learning Consultation Evenings Learning Conference Report sent home
Summer Term Annual Report to Parents Foundation Stage "new Parents" meeting Parent drop in sessions	**Summer Term** Annual Report to Parents Foundation Stage "new Parents" meeting Parent drop in sessions	**Summer Term** Annual Report to Parents Foundation Stage "new Parents" meeting Parent drop in sessions
Consultation	**Consultation**	**Consultation**
Autumn Term Parent Survey Pupil Voice ready for Parents Consultation Safeguarding/Child Protection Policy Homework Policy SRE Policy	**Autumn Term** Parent Survey Pupil Voice ready for Parents Consultation Safeguarding/Child Protection Policy Complaints Policy SEND Policy	**Autumn Term** Parent Survey Pupil Voice ready for Parents Consultation Safeguarding/Child Protection Policy Behaviour Policy
Spring Term Staff Survey Pupil Voice ready for Parents Consultation SHUE survey	**Spring Term** Staff Survey Pupil Voice ready for Parents Consultation SHUE survey	**Spring Term** Staff Survey Pupil Voice ready for Parents Consultation SHUE survey
Summer Term Children's Survey	**Summer Term** Children's Survey	**Summer Term** Children's Survey
Workshops	**Workshops**	**Workshops**
Autumn Phonics training for FS parents	**Autumn** Phonics training for FS parents	**Autumn** Phonics training for FS parents
Spring E-safety training SRE	**Spring** E-safety training SRE	**Spring** E-safety training SRE
Summer Assessment Reporting and Arrangements	**Summer** Assessment Reporting and Arrangements	**Summer** Assessment Reporting and Arrangements

Health and Emotional Wellbeing

Key Priority 1 – To improve the wellbeing of children and staff so that they achieve their best but are also resilient and can overcome barriers.

Overall Success Criteria:
Children feel safe in school. When children encounter barriers, issues or anxiety they have a toolbox of strategies to help them solve these problems independently. The staff use a consistent approach to deal with behaviour when it arises. The whole school staff are proactive in approach so reduce the number of incidents and reduce children's anxiety. Staff work in an environment that they want to work in, feel supported and where possible stress and pressure is reduced. All staff feel valued.

Key Questions for Governors:
What is behaviour like in school? Are there any key areas identified that need addressing that relate to wellbeing and behaviour? Who is monitoring the impact of these actions on children and staff? What do the children perceive to be any problems? Are the children and staff happy? What is staff retention like and how can it be improved? What is attendance like for children and staff?

Key Questions for Senior Leaders:
Are action plans in Place? Is there a dedicated person identified to steer plans and projects? Are timescales being met? What is the impact on the children? What benefits have the staff experienced? How can actions and procedures be improved? Are children and staff happier and more resilient and able to overcome barriers?

Core Value	Intent	Implementation	Impact	Legacy
Care Enjoyment	**What?** To introduce implementing Trauma Perceptive Practice as a strategy across the school **Why?** Following the pandemic the school wants to be proactive in providing support for children. Furthermore, an increasing number of children	• Kate Oakley to complete the training sessions run by Essex SEND Operations. • SLT to complete initial training around the implementation of Trauma Perceptive Practice (TPP) • All staff to receive CPD from Kate Oakley using TPP strategies to improve children wellbeing and mental health. **Time Scale:** TPP training lasts for 18 months	**Intended:** The school becomes an even more caring school. Where children are truly listened to and they feel that they are able to open up to a trusted adult. Adults use consistent approaches and strategies to support children in trauma. **Actual:**	

		in school are displaying behaviours linked to trauma.	Train the Trainer sessions are completed by Autumn 2022. . **Who is Responsible:** Kate Oakley **Cost:**		
Mid Year Update					
Care	**What?** To gain Healthy Schools Enhanced status. **Why?** Nationally there is an increase in children being classed as overweight or obese consequently there is an increase in health problems. Children at Rodings are very fussy eaters and there is a need to increase the exposure to fruit and vegetables.	• Colin Raraty to attend Healthy Schools Enhanced training. • Through the benchmarking exercise , establish the areas that need most improvement becoming the focus for the enhanced award. • Create a Healthy school committee involving the whole school community. • Write an action plan for the implementation of Enhanced status. • The Healthy School Enhanced project will link with the objective above. • Allotment upgrade **Time Scale:** Committee, Initial action plan set up in the Autumn Term. Enhanced Status can take up to two years to be validated. **Who is Responsible:** Colin Raraty **Cost:**	**Intended:** Children lead a much healthier lifestyle at school and this transfers to their home life too. The children have a greater idea of what 'healthy' means and how they can take some responsibility for their health. **Actual:**	Succession planning is put in place so that the Healthy School Committee runs past the initial set up team. Committee meets on a regular basis, at least every half term.
Mid Year Update					

What? To improve the support to staff when dealing with difficult or emotional situations. **Why?** The workload on all staff is increasing due to financial pressures and the delegation of tasks from the Local Authority to school. Many of these tasks can be difficult and contentious. It is important that staff feel they are supporting and strategies are in place to deal with increased workload.	• Investigate staff supervision. Establish a system where members of staff are able to access supervision whether this be on a regular or on an 'as needed' basis. • Introduce Star Days - an opportunity for members of staff to have one day a year off during term time that is beyond sickness or compassionate leave. • Introduce a meditation space within the learning hub that can be used by staff and children. • Staff to complete a Level 2 qualification in Mental Health. This is government funded if more than 12 staff complete the training. • Investigate how the Action for Happiness Keys to Happier Living toolkit can be used to support all in school. **Time Scale:** Spring term - Investigate if Three Oaks Counselling would be able to provide this service **Who is Responsible:** Kate Oakley **Cost:** Unknown at the present time. To be investigated.	**Intended:** There is a reduction of extreme stress following difficult situations. Staff feel that they are supported and have access to an independent person. Staff absence improves. **Actual:**	Staff welfare is included as part of all decision making at Governors, SLT and staff meetings. Wellbeing is a standard part of every SDP.
Mid Year Update			
What? To review how pupil voice is collected and used in school. To increase the opportunities for pupil voice beyond the School Parliament. **Why?**	• Carry out an audit of pupil voice in school • Look at strategies that increase the opportunities for pupil voice beyond School Parliament. e.g. drop in sessions at lunchtime, gathering children's opinion, expansion of worry boxes. **Time Scale:** Completion by the end of Spring 2022 **Who is responsible:**	**Intended:** That every child feels that there is an adult in school that they can access so that they feel listened to and are heard.	Children are able to deal with difficult situations with support, increasingly becoming more resilient.

		Kate Oakley **Cost:** Approx - £1500 - £20000		
Mid Year Update				

Curriculum, Teaching and Learning

Key Priority 2 – End of Key phase outcomes - That at least 75-80% of children achieve GLD in EYFS and in all other year groups at least 80% of the children achieve expected outcomes, with KS2 gaining a combined score of at least 80%

Overall Success Criteria:

The quality of teaching is consistently good or better. All teachers and other adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Learning opportunities are well planned and based on regular and accurate assessments of children's achievements so that every child is suitably challenged. Children that join the school at a level below that is typical for their age catch up quickly. Children make at least typical progress and most children make good progress from their starting points.

At Least 80% of children achieve GLD at EYFS with an increased number of children gaining exceeding across the prime and specific areas. 90% of children achieve the expected level in the phonics screening test at Year 1. At least 80% of children achieve the expected outcomes in reading, writing, number at the end of Key Stage 1. At least 80% of children achieve the expected outcomes at the end of Key Stage 2 with a combined RWM of at least 75% with an increasing number gaining a scaled score of 110+.

Key Questions for Governors:

Which were the areas identified for further development? What progress has been made against these? What are the trends in attainment over the last three years in Early Years? What does the pupil progress data tell you about the progress of pupils in the school at the end of EYFS/KS1/KS2? What percentage of pupils performed in lines with expectations and what percentage exceeded? How does this compare with national averages? Are you aware of the ways in which the quality of teaching is monitored across the school? Do pupils enjoy learning? How do you know?

Key Questions for Senior Leaders:

What are the main strengths and areas of improvement in your curriculum area? How do standards in your subject compare to national standards/expectations? How do you know that teachers' assessments are accurate in this area? How do learners achieve in EYFS? What is the attainment on entry for your school? What action needs to be taken to improve the quality of teaching and learning?

Core Value	Intent	Implementation	Impact	Legacy
Challenge Care Enjoyment	**What?** To raise the profile of Foundations Subjects so that the expectations and outcomes are at the same level of Maths and English.	● Create an overall action plan for the management of the foundation subjects so that collaborative monitoring is carried out. Subject action plans are linked to the Leadership Work Plan. ● Review the curriculum plan each half term. To measure the impact but also to identify any areas that need modifying.	**Intended:** That the foundation curriculum has the same expectations and outcomes as the core curriculum. **Actual:**	Release time for subject leaders is planned across the year. Curriculum reviews are planned throughout the year.

	The foundation is exciting and inspiring for adults and children. **Why?** As an Ofsted action point from the previous inspection in January 2018.	• Carry out foundation subject book look compared with English books. Create a timetable for monitoring each foundation subject both for subject leaders but also in staff meetings. • Monitoring of curriculum is completed through learning walks, observations, work scrutiny and pupil interviews. • Review curriculum planning each half term for consistency and impact. • Colin and Darryl visit Jonathan Lear's school to witness the impact of the curriculum on the children. • A rotation of foundation subject development is written so that 3 subjects are the priority each year rather than trying to improve all at once. Art, History and Geography will be the focus for 2021/22. • Headteacher to embed the learning from Leaders for Impact Curriculum Enrichment • Review school visits to make sure that they are cohesive to the school curriculum plan. • Investigate ways of making more of visitors to enrich and inspire the children • Introduce more whole school days, working in house groups or having a focus for the day e.g. mental health, writing days, developing thinking skills • Review clubs provision to improve the range of clubs that are on offer so that every child could access something that they would like. Increase non-sporting clubs. • Review the impact and effectiveness of Golden Time. Is there an opportunity to provide a rewarding experience for children that expands their exposure to different skills and knowledge outside of the standard curriculum?		Monitoring is planned in the leadership workplan and through staff meetings. Subject leaders report to Governors through TLC meetings and by submitting yearly subject leader reports.

		• The building is used to spark imagination, pose questions and enrich those who attend and work at Rodings. Evaluate the building and establish how corridors, displays and groups spaces can be improved. **Time Scale:** Action plans and timetables to be completed by October half term Monitoring to happy every half term Research into curriculum development to be completed during Autumn term ready for Spring term implementation. **Who is Responsible:** Colin Raraty and Darryl Crawley **Cost:** 3x staff meeting sessions Travel and accommodation for 2 people to Sheffield to visit Jonathan Lear		
Mid Year Update				
	What? To ensure that high quality arts teaching is embedded and promoted across the curriculum **Why?** To support the school recovery programme particularly using the arts to resort to confidence and wellbeing. To demonstrate that the arts are a valued element of our curriculum.	**Arts Partnership** • Review the whole school curriculum and match appropriate arts activities as enhancements to the main topics of Explore and Discover. • Write a scheme of work for the new Create units for summer term. • Investigate and create partnerships links with arts organisations to support the delivery of the Create units. • Create a DEEP Arts Network which focuses on the arts across the partnerships including curriculum development and CPD. • Begin the development of the Rodings Hub. **Who is Responsible:** Colin Raraty	**Intended:** The arts curriculum is valued and is delivered consistently and the content is of high quality. **Actual:**	Cultural Capital across the school is increased and the children have a greater appreciation of the wider world due to the arts.

	To increase the cultural capital across the school.	**Cost:** £3000 for partnership work 6x DEEP Arts Network Meetings		
Mid Year Update				
Challenge Care	**What?** To gain a GLD of at least 75 - 80% at EYFS **Why?** There was a dip in the school GLD score for 2019 to 63%. This is 10% below the average score for the school.	• To complete the new Early Years Baseline Assessment • Pupil Progress Meetings to track progress and identify any slow movers or underachievers. • HT and SENCO to complete and use the Vulnerable Tracking System to identify interventions to improve provision for SEN and vulnerable groups. Share with staff. Measure impact of pupil premium funding • Introduce White Rose maths into EY • Work with DEEP EYFS teachers to further develop best practice. • Attend moderation events • Half termly Pupil Progress Meetings to track progress and identify any slow movers or underachievers • Audit carried out of EYFS resources to make sure that resources match the curriculum that is being delivered. **Time Scale:** Baseline to be completed by October 2021	**Intended:** That the GLD for 2020 is at least 75%, with average point score for Reading, writing, number at least 2points. **Actual:**	Investment in quality teachers that are experienced in EYFS. Training that supports the development of EYFS but also the schools ethos and expectations. That there is a full time LSA for each class to support the wide variety of activities that are needed to deliver the EYFS curriculum. That there is a dedicated and purposeful space that is maintained and, where appropriate, developed further to provide the best outdoor education space for EYFS.

		All other actions ongoing throughout the year **Who is Responsible:** Annabel Brown, Ali Wright, Colin Raraty, Darryl Crawley **Cost:** 1x SLT meeting, Release to attend DEEP EYFS meetings.		
Mid Year Update				

Core Value	**Intent**	**Implementation**	**Impact**	**Legacy**
Challenge Care	**What?** Ensure that 100% of teaching is judged to be at least consistently good across the curriculum so that 80% of pupils meet age related expectations at the end of each year, and make good progress. Outcomes at the end of each key phase are at least 75% **Why?** Results have remained static over the last few years and in the case of Key Stage 1 declined in 2019.	• Carry out half termly pupil progress meetings with teaching staff to identify and decide on specific target areas. • Clearly identify able children in each year group and monitor through pupil progress meetings. • Carry out gaps analysis for every year group, and adjust the curriculum accordingly • Owen Wright to analyse end of year school data and A.S.P data and feedback to Govs. Data analysis with DEEP and Governors. • Teachers monitoring, tracking, predicting and setting targets for their own classes – set targets for age related in reading, writing, maths and science and also combined attainment. • Owen Wright to establish a clear assessment timetable for the whole year. • Teachers give feedback on vulnerable groups to HT & SLT and identify needs and interventions required.	**Intended:** 100% of teaching is at least good with at least 30% being outstanding End of Key Phase outcomes are at least 75% with at least 30% at Greater Depth All children make good progress **Actual:**	Alison Hutley 9 hours a week for 1:1 tuition Release time for Maths and English lead to attend Pupil Progress meeting for a day LSA cover to allow for teachers to attend coaching sessions Assessment timetable is established so that each year it is tweaked to accommodate any national changes. Feedback from climate walks and coaching is reported to SLT and impact

				and actions are discussed and decided.
		• Vulnerable groups tracking used to inform progress & needs and updated regularly • Staff consistently use 'In the moment' feedback and planning and pupils are making their own improvements. • New staff to receive effective induction programme and support • Weekly climate walk to monitor teaching and learning Support the monitoring of teaching and learning by • Continuing to train middle leaders in relevant ways to monitor their subject • providing a monitoring timetable / leadership work plan • allocating effective and purposeful time to monitoring • liaising with middle and senior leaders to decide on key next steps for teaching staff • Write a Quality Assurance document that clearly states the process of monitoring the curriculum and quality of teaching. • Introduce Teaching Walkthrus (instructional coaching). • Introduce Pupil Book Study as an evidence informed approach to quality assuring the curriculum. • The school's agreed marking and feedback policy is implemented for all subjects and is monitored by SLT. • Continue the monitoring of marking and feedback to make sure that the children are engaged in meaningful self and peer assessment. • HT to keep updated about national assessment strategies. • Internal and External moderation with DEEP in all subjects and year groups		

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- One to one tuition is remodelled to include Year 3, 4 and 5 as an intervention for those children identified through gap analysis and pupil progress meetings

- LSA coaching to continue. Forum groups to establish what areas they would like the coaching to involve.

Time Scale:
Benchmarking and gap analysis to be completed by Autumn half term
Assessment timetable for 2021/2220 completed by Autumn term
All other action points ongoing throughout the year

Who is Responsible:
Colin Raraty, Darryl Crawley, Owen Wright - all teaching staff responsible for their own performance and identifying areas for development.

Cost:
6x Pupil Progress sessions involving the release of two members of staff
6x coaching days for each member of staff
6x assessment staff meetings
Alison Hutley 9 hours a week for 1:1 tuition
Release for DEEP moderation
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2019 data to help with Benchmarking.

2019 Data	GLD	Phonics	KS1	KS1	KS1	KS2	KS2	KS2	KS2	KS2

			Reading	Writing	Maths	Reading	GPS	Writing	Maths	Combined
National	72%	82%	75%	69%	76%	73%	78%	78%	79%	65%
Essex	72%	82%	76%	71%	78%	74%	80%	79%	79%	66%
School	62.5%	98%	68%	51%	71%	69%	78%	84%	78%	59%

Leadership

Key Priority 3 – To plan effectively for changes in staff structures due to staff mobility e.g. promotion of staff so that the school continues to be successful. To provide appropriate and meaningful CPD so that all levels of leaders can be successful and impactful.

Overall Success Criteria:
The school functions successfully providing the best education with the resources it has. Children and parents do not see a drastic impact on the services and opportunities that the school provides. Children achieve their best achieving above the national average in all curriculum areas. Staff restructuring is dealt with fairly and with humanity. Changes in personnel do not have a major negative impact on the running of the school and transitions are smooth.

Key Questions for Governors:
Are there clear plans in place that support the function of the school during any transition period? Are the school finances being used effectively and on the right priorities for the school? What are the results of staff questionnaires and what actions need to be taken at a strategic level? Are staff given the appropriate support and CPD to further their careers?

Key Questions for Senior Leaders:
Are CPD opportunities relevant and impactful? Are support staff deployed effectively? Are staff able to exercise some freedom in developing their careers? Do staff feel supported? Are any changes in staffing explained with a clear rational and actions plan shared freely?

Core Value	Intent	Implementation	Impact	Legacy
	What? To implement strategies for succession planning for core subject leaders and SLT. **Why?** A significant number of staff were employed and have been at the school for a similar period of time. Many have developed significant skills that could lead to	• Provide all teaching staff with subject leader training and opportunities to develop the skills learnt at any training courses. • Identify staff that may want to develop middle leader skills or senior leadership skills. Book appropriate training such as NPQML or NPQH. • Invite non SLT staff to SLT meetings to experience and contribute towards specific discussion and decision making. e.g. EYFS staff to an Early Years review.	**Intended:** That the school has a ready supply of skilled individuals who could take on additional responsibilities. The school has a stable SLT even if current members are promoted. **Actual:**	CPD is an important part of the school budget and future planning. Everyone's ideas are valued and where appropriate incorporated into plans.

	promotions within our school or in other schools. Other staff in non SLT roles are highly skilled and want to experience further opportunities and challenges. Allowing this will help with teacher retention.	**Time Scale:** PMRs are to be completed during Autumn 1 SLT meetings and themes are to be clearly planned in the Leadership work plan throughout the year. **Who is Responsible:** Colin Raraty **Cost:** CPD budget = £3000		
Mid Year Update				
	What? To increase the visibility of all members of the Senior Leadership team. To establish clear roles and responsibilities for each member of SLT but as a group as a whole. **Why?** Staff survey established that many members of staff were not clear on the purpose of the SLT and what its impact on school was.	• Create an action plan following a staff survey. • Create a roles and responsibilities document that all staff have a clearer idea of the purpose of SLT. • Create opportunities for all members of SLT to be visible to all stakeholders e.g. assemblies, parent workshops **Time Scale:** Spring 2022 **Who is Responsible:** SLT **Cost:** Fortnightly SLT team meetings	**Intended:** All SLT members have equally increased profiles within the school community. Roles and responsibilities are very clear and all staff know the purpose of the SLT. **Actual:**	There is a shared leadership approach across tehs school. This has a positive impact on staff workload.
Mid Year Update				

Inclusion - SEND, Pupil Premium and other Vulnerable Groups

Key Priority 4 – To support vulnerable groups of children with early speech and language development.

Overall Success Criteria:
Pupils who have Special Educational Needs and Disabled pupils and those that are Academically more able make good progress and achieve well over time.

Key Questions for Governors:
How do SEND pupils perform compared to the national average? What provision is available for SEND at this school? How effective is it? What improvements need to be made to SEND provision?

Key Questions for Senior Leaders:
How do SEND pupils perform in your subject? Are the children's needs being met?

Core Value	Intent	Implementation	Impact	Legacy
Challenge Care	**What?** To establish a disadvantaged champion and link governors to champion the needs of disadvantaged children. To improve the outcomes of disadvantaged children closing the gap with their peers. **Why?** Disadvantaged children achieve below their peers. They have significant barriers that prevents them achieving their full potential.	• Have a named member of staff and a link governor to monitor and analyse disadvantaged data. • To create an action plan for improvement. • Half termly Pupil Progress meetings. • Establish interventions and strategies to improve the reading ability of disadvantaged children. • Establish a homework club to support learning at home. **Time Scale:** July 2022 **Who is Responsible:** Owen Wright **Cost:** See Pupil Premium statement and Recovery action plan.	**Intended:** Disadvantaged children have the same opportunities and their non-disadabated peers. They close the gap in their learning and have comparative achievements to the rest of their year group. **Actual:**	Children leave Rodings with a love of learning because they have the skills and knowledge to access the curriculum and achieve their potential.
Mid Year Update				

Care	**What?** To improve the provision of speech and language support across the school. **Why?** There is an increasing number of children starting at Rodings with poor language and communication skills. There is reduced support from Health and the local authority.	● EYFS to participate in NELI - Nuffield Early Language INtervention funded through eth DfE. ● Support staff to be trained in ELKLAN Speech and Language support ● Promote early language and vocabulary across the school as an integrated part of learning and the curriculum **Time Scale:** Summer 2022 **Who is Responsible:** Annabel Brown **Cost:** DfE funding for NELI 2x £450 to train to members of staff in ELKLAN	**Intended:** Children are fully supported with speech and language development. Speech and language issues are resolved/improved in an appropriate time frame. **Actual:**	
Mid Year Update				
Care Challenge	**What?** To carry out a SEND audit to aid the planning of SEND support past the Local Authorities restructuring of SEND services. **Why?** Essex County Council are restructuring SEND and Statutory assessment teams and access to specialist teachers is going to be reduced. There will be increased responsibility on schools to provide SEND services with no financial input.	● Carry out the SEND audit provided by EPHA to identify what the school already has in place to support SEND children. ● From the audit identify what needs to be put in place either training, number of SEND hours, resources. ● Through the DEEP SENCo network meeting develop links with organisations that may be able to provide specialist help privately or through charities. **Time Scale:** Autumn Term for SEND audit Network meetings throughout the year. **Who is Responsible:** Annabel Brown and Darryl Crawley	**Intended:** That SEND are not disadvantaged because of the restructure of Essex LA SEND support. SEND at Rodings continues to make progress and successfully transfer to secondary and specialist settings. **Actual:**	A highly trained SENCO is in place and works closely with DEEP SENCos, specialist teachers and with EPs to provide the best support for SEND. SEND is a regular agenda item at Governors meetings, SLT meetings. SEND Information report is completed/updated annually.

		Cost: Money to be decided once the audit has been completed.		
Mid Year Update				
	What? To Implement the operational use of the Learning Hub **Why?** The Learning Hub has been refurbished and it now needs to function for all children as a space that can be accessed at various times.	• Complete refurb of Learning Hub including sensory space and Mindfulness areas. • Establish a timetable for the Learning Hubs use that allows several activities to happen simultaneously. • Open up drop in sessions during break and lunch times as part of the school extended approach to pupil voice. **Time Scale:** Spring 2022 **Who is Responsible:** Annabel Brown **Cost:** SENCo release time.	**Intended:** There is a systematic approach to the use of the Learning Hub that allows children to be supported outside the classroom whatever their needs. **Actual:**	
Mid Year Update				

Glossary of Terms and Abbreviations

Term/Abbreviation	Meaning
ASP	Analysing School Performance

CPD	Continued Professional Development
DEEP	Dunmow Excellence in Education Partnership
EYFS	Early Years Foundation Stage
EYFSP	Early Years Foundation Stage Profile
FS	Foundation Stage
GLD	Good Level Of Development
HT	Headteacher
INSET	In-Service Training
KS	Key Stage
MDA	Mid-Day Assistant
NELI	Nuffield Early Language Intervention
NPQH	National Professional Qualification for Headteachers
NPQML	National Professional Qualification for Middle Leaders
PPA	Planning, Preparation and Assessment
RWM	Reading, Writing, Maths
SATs	National End of Key Stage Standardised Tests
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs

SLT	Senior Leadership Team
SRE	Sex and Relationships Education
TLC	Teaching and Learning Committee