

Wirksworth Junior School Implementation Plan

SIP Area 1: To improve attendance, by supporting children, especially pupils who have SEND needs and are disadvantaged, to build their resilience to change and reducing anxieties.

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<i>What needs to change e.g. teacher behaviour, student behaviour, attainment? What problems are we solving?</i> EXPLORE Pupils - Attendance of SEND, pupil premium children, and children that fall into both categories, are below National Attendance levels and Derbyshire County Council levels. - Some children <i>do not</i> have strategies to deal with worries, stresses or anxieties, which results in them avoiding situations or not attending school. - Some children, particularly the SEND pupils, lack resilience to deal with challenges, worries in school. Parents - Parents have told us that they do not know how to support their children with anxieties at home and the challenges they face in school. They will often keep them off school to manage their child's worries. - Parents of SEND are taking their children away on holidays in school holidays to avoid busy times of the summer holidays. Teaching and support staff - Some staff labelling children negatively, rather than seeing these behaviours as teaching opportunities and unmet needs. - Not tracking progress in social and emotional areas of learning, to show progress and adapting planning to meet these needs. - Interventions are used to support social emotional needs rather than first quality teaching and good role models in the classroom. - Some staff not recognising what anxieties look like and knowing how to support the children in the short and long term. Leadership - New governors in post for October 2024 who lacks experience of monitoring SEND and the how to hold the school to account. - The focus on SEMH is not seen as important as attainment.	<i>What are the essential 'active ingredients' of the intervention?</i> <i>What activities and behaviours will you see when it is working?</i> <i>What are the core components of the approach?</i> EXPLORE Active ingredient 1: Set an ambitious common vision for attendance with high expectations from all staff for all pupils, especially the SEND/pupil premium children. - Staff identified what are the areas needed to support pupils' attendance- completed June 2024. - Leadership and staff integrate the attendance data and discuss areas to explore in more detail- completed June 2024 - Staff audit the school Social and Emotional curriculum using the EEF research toolkit. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) - Read around resources sent via DCC, attendance hub and Junior cluster group. completed September 2024 - Audit what relationships look like across the school with all staff, parents and pupils. (NPOEL Embedded: S 2.1c Understanding strong relationships and relational trust.) PREPARE Use of the EEF research to look at best practise in using TAs to support the interventions to improve attendance. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Use junior school cluster work to access attendance hub resources and support. Staff to review the roles of TA, teachers and SENCO to teach children about emotional resilience and social and emotional learning.	<i>How will it be done?</i> <i>What blend of activities are required?</i> DELIVER - Audit the social and emotional curriculum we offer in school and create a plan of what this will look like. - Staff review the roles of the TA, teachers and SENCO in supporting pupils with their learning. - Staff trained on the use of the Boxall Profile. - Review the behaviour policy to support all pupils who are dysregulated. - Review the attendance policy on how we will support coproduction with parents. - Promote the understanding of mental health with <i>all</i> staff, pupils and parents- Student mental health ambassadors. (BD) - Coproduction with parents on dealing with their child's anxieties and strategies to use at home. - Agreed high expectations from all staff on positive language use when children are dysregulated and finding situations difficult in school. (Course: NPOEL: Executive Leadership - Block 2 Embedded: S 2.1a Creating a culture of high expectations and motivation) - Agreed strategies on how to support a child attending school after they have been absent for over several days. - Liaison with infant school to support parents and pupils in improving attendance. - Liaison with other Derbyshire Schools to review strategies to support poor attendance in school and identify strategies. - Reviewing of the roles – interventions- use of the TA, teacher and SENCO and include this in the attendance policy.	<i>How will you know that it is working? Do staff feel the approach is feasible and useful?</i> Short term- By the end of December 2024 - Teaching staff are assessing the whole class in social emotional areas by using Boxall profile. - All staff have a common positive language they are using with the children to support positive interactions in school. - Audit completed on the social and emotional curriculum. - Midday supervisors trained on emotional coaching and what this is. - Student mental health ambassadors have been set up to begin promoting mental health. Completed - Staff reviewed roles of TA, teachers and SENDco and how the school works to engage parents with the school Medium term- By the end of April 2025 - Teaching staff are assessing the whole class in social emotional areas by using Boxall profile and adapting the planning to meet the general needs in the classroom and identifying pupils who need smaller group or extra 1:1 session to meet their needs. - The common positive language used in school is shared with parents and they are using with the children to support positive interactions in school - Teaching staff to have begun updating the social and emotional curriculum across the school, using the gaps found on auditing tool. - End of year pupil reports prepared to show the progress of SEMH. - SLT are monitoring the use of adult positive language in school at all times of the day and reviewed with all staff. Support put in place where needed. - Attendance monitoring meetings planned with teachers to priorities support needs of poor attenders. Long term- By the end of July 2025 - Teaching staff to have written a social and emotional curriculum across the school which they will begin to use in September 2025. - Progress can be seen in the areas of Boxall profile that needed developing and this is reported to parents and governors. - Behaviour policy is reflective of current values, staff roles and aspirations for communications and behaviours within school. - SEND policy and report is accessible by all and is aligned with the infant school with staff roles identified. - Attendance policy reflects the support to be offered to pupils who are persistently absent and those with poor attendance.	<i>How will pupils, teachers and the school benefit?</i> - All pupils, but particularly pupil premium and SEND pupils, have strategies to help deal with anxieties, improving their attendance in school, and areas of social emotional learning identified in their Boxall profiles. - The school has pupil mental health ambassadors who are promoting good mental health and wellbeing and steps that can be taken to help them keep mentally fit and well. - All staff prioritise the use of intentional and consistent positive language that promotes challenge, aspiration and high expectations for pupils. This is monitored by all staff. - Teaching staff are using all data: attendance, social emotional and academic to sequence the support needed, targeting interventions quickly to improve resilience and attendance in school. - The school has adapted the sequence of social and emotional learning across the school which is planned to be interwoven into the rest of the curriculum. - The school has a common approach to reintegrate children who have been absent from school and how they can catch up from the missed learning. - Parents of children who are persistently absent or have poor attendance have a trusted adult in school who they can share their concerns and are coproducing with the school to improve their child's attendance. - School has offered anxiety workshops to support parents in dealing with pupils at home and encouraging parents to attend. - School, parents and if needed outside agencies, are continuing to work together to meet the needs of children who are persistently absent from school creating bespoke plans to meet needs. - SEND Governor in role knows expectations of the role and aware of the successes from the School Improvement and next steps to improve attendance. - The school SEND policy and annual report is aligned with the infant school and is reflective of what the school offers to be inclusive for all pupils. - School has a clear communication policy for parents on what is expected on school and home.