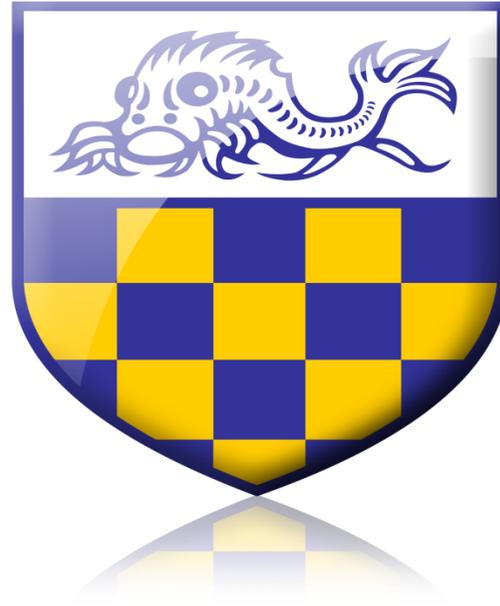


Longhill High School



Vulnerable Groups Action Plan

January 2016

Please note this overview draws together the key elements for Vulnerable groups. Full action plan details for each item can be found within the relevant identified action plan (PP, Inclusion, SEN)

• Outcomes

To support whole school staff to close the gaps in achievement and attainment of vulnerable groups to that of National levels or better through:

- Reinforce the need for all to have a role in gap closure
- Explicitly make the links between class teacher responsibilities, the role of interventions for vulnerable groups and the monitoring of gap closure through appropriate meetings eg department, pastoral, SLT/HoD LM, Policy groups and SLT meetings
- Ensure staff are able to confidently use 4 Matrix to analyse trends and ensure teaching is best focussed to support learning and closure of gaps
- Ensure teachers 'mind the gap' from planning to delivery to assessment in an 'Assess, Plan, Do, Review' cycle
- Provide training for Yr 8 and 9 Pastoral teams to ensure advice to vulnerable individuals in respect of the Options Process is sound
- Once option process is complete, make group make-up a key focus before options are confirmed with students so that class composition can support learning
- Ensuring students from vulnerable groups are well prepared for the increasing focus on Terminal Exam prep and that all HoD's design relevant interventions for this.

2. Quality of Teaching, Learning & Assessment

The quality of Teaching & Learning is developed to enable the gap in progress to be closed through:

- Every HoD to 'mind the gap(s)' in their area and design relevant remediation strategies
- SLT to support/challenge LM HoD's in respect of progress in closing gaps. This to be a feature of feedback on SLT LW's and a standing item on all LM agendas.
- Specific foci on Maths to include:-Support maths staff in preparing for explicit language of maths teaching; use of intervention materials to practically support abstract concepts; investigate maths Language facilitator; training package for Maths LM's from SENCO
- KS3/4 review interventions in the light of change to a 3 yr KS4. Ensure changes to interventions (including use of LM's in Core) are fit for purpose.
- Review the new SEN support materials and ensure they support staff planning and reinvigorate differentiation for vulnerable groups
- Consolidation of MITA training for all other adults in a support role so that best practice is embedded.

3. Personal Development, Behaviour & Welfare

To demonstrate the effective engagement of all students, create an ethos that enables effective learning and results in the reduction of any progress gaps, through:

- Reduce exclusion gaps for vulnerable groups by developing an enhanced inclusion awareness and support for teaching staff
- Utilise Middle Leaders to support positive behaviour on 'Walk-throughs' and increase student engagement
- Focus the behaviour support team and Inclusion LM's to reduce the gap in behaviour incidences/exclusions for vulnerable groups
- Behaviour Working Party to identify key training requested by staff body and SLT to facilitate this
- Increase the engagement of vulnerable groups in extra curricular and enrichment activities.
- Every HoY to 'mind the pastoral gap(s)' in their area and design relevant remediation strategies through the YBM to improve pastoral engagement for vulnerable groups.
- Every HoY to 'mind the attendance gap(s)' in their area and design relevant remediation strategies through the attendance review LM meeting
- Specific and bespoke college transition planning for vulnerable students in Yr 11 to ensure NEET is at 0 for this group

4. Effectiveness of Leadership & Management

To ensure the School Leaders are effective in their role and move the school back to 'Good' through:

Developing clearer accountability measures at all levels, to enable progress strategies for vulnerable groups to be well directed, managed and any progress gaps reduced to national through

- Provide effective training for HoD's and their SLT LM's to forensically analyse gaps
- Ensure gap closure impact measurement is a focus at each assessment point, on LM agendas and at Policy group
- Ensure teachers 'mind the gap' from planning to delivery to assessment in an 'Assess, Plan, Do, Review' cycle
- Set up a system for gap monitoring through data team
- Share good practice through CPD, 15 min forum etc
- Provide challenge to middle leaders where gaps are failing to close and increase accountability
- All SLT to maintain focus on closing gaps within Maths from their relevant perspective (SEN, T&L, PP, Inclusion, Data, Attendance, Literacy)