

## SEND Action/Development Plan



Outcome:	All staff will confidently identify and support learners with SEND.						
Link to School Development Plan Key Objective 2:	<ul style="list-style-type: none"> <li>● Ensure the progress and attainment of key groups (boys, SEN/D) is (a) in-line with or better than their peers nationally and (b) the gap is narrowing in school</li> <li>● Monitor and track all interventions across the school for clear impact on diminishing the difference/further challenge</li> </ul>						
Target	Action	Success criteria	Monitoring	Time scale	Person	Resources	Impact
All Staff will be able to identify children in their class who have SEN needs and be confident to make adaptive provision for them.	<p>Staff work with SENCO on how to identify pupils (as required) *all staff previous training on 2014 Code of Practice</p> <p>Ensure high quality teaching strategies have already been tried before moving to interventions.</p>	<p>Staff will independently identify SEND and understand how to support pupils in their class.</p> <p>Staff will recognise the difference between SEND and underachievement.</p> <p>Staff are aware of the additional needs of their learners; understand the nature and impact of these</p>	<p>Six times per academic year via conversations with SENCO.</p> <p>Evidence from provision already tried is analysed.</p>	September 2022 – July 2023	<p>SENCO</p> <p>All teaching and support staff</p>	Clear and robust criteria that is understood by all, about what constitutes SEN (in line with SEN Code of Practice).	<p>Pupils will be clearly identified and be supported by interventions that enable them to make progress.</p> <p>Outcomes for the pupil are achieved.</p>

		and how to respond to them.					
All children with SEND will continue to make expected or accelerated progress	<p>Pupil progress meetings every term (3 times a year including meeting with Learning Support Teacher.</p> <p>Interventions put in place to target those not making progress</p> <p>Staff will use the graduated response for SEND pupils and record, track and monitor progress.</p>	<p>Class teacher to recognise their own responsibility for SEND.</p> <p>Staff will be using a range of data to establish a baseline, scores from standardised tests and other diagnostic assessments (Learning Support Teacher)</p>	<p>Termly SEND review meetings with SENCO.</p> <p>Teacher, SENCO, parents and child (where possible) to agree interventions and support.</p>	September 2022 – July 2023	Teachers SENCO	<p>Tracking/ Assessments</p> <p>Intervention Timetables</p> <p>Intervention Registers</p> <p>Individual/ Personal Provision Plans monitored and evaluated.</p> <p>Learning Support Teacher report updates</p>	Disadvantaged pupils and those identified as SEND are closer to non-PP/SEND in all years (see SDP).
All interventions will result in good or accelerated progress for children with SEND.	<p>All staff to record information about interventions used and the impact they are having on Intervention registers and Provision Maps.</p> <p>Training to be given to staff to use interventions.</p>	Progression evidenced by whole school data.	Termly SEND review meetings with SENCO.	September 2022- July 2023	Teachers Teaching Assistants	<p>Tracking/ Assessments</p> <p>Intervention Timetables</p> <p>Intervention Registers</p> <p>Learning Support Teacher report updates</p>	Teachers use their assessment of pupils' learning, and knowledge of the subject, to plan learning tasks which are at the right level, particularly for the most able, disadvantaged pupils and those who have special educational needs and/or disabilities and adapt tasks during lessons to meet pupils' needs (see SDP)

						Individual/ Personal Provision Plans monitored and evaluated.	
Staff will have an awareness that they are teachers of SEND.	Staff training.	Class teacher to recognise their own responsibility for SEND.  Staff recognise that learning strategies that work with SEND, work for all pupils.  Planning incorporates more detailed specialist advice.	All staff to assess.	September 2022 – July 2022	Head Teacher SENCO Peer monitoring	Clear and robust criteria that is understood by all, about what constitutes SEN (in line with SEN Code of Practice).	Language used in the classroom demonstrates unconditional positive regard for learners. Whole school approach is used to develop emotional literacy, wellbeing and resilience promote positive attitudes to learners with SEND. Peer awareness and sensitivity towards difference (including SEND) are raised at a whole school level. Work is done with classes and groups regarding specific needs or conditions as appropriate.
All classrooms will be ASC friendly. (Also Dyslexic and SEMH inc - ADHD, sensory friendly).	ASC classroom audit used to assess classroom environment.  Staff use the Inclusive classrooms checklist – ASC Advisory Teacher information.	Pupils with ASC traits – diagnosed or awaiting ND Pathway assessment will behave in a regulated way within the classrooms	Teachers	September 2021 – July 2022	Head Teacher SENCO Peer monitoring		Pupils with ASD traits make progress and achieve outcomes.  Classrooms are calm places where children can focus on learning.