

A Caring Community
Where All Can Flourish



SEND
Action Plan
2017 - 2018



WHOLE SCHOOL ACTION:		LED BY:		
To ensure a high quality of teaching for all children identified as having SEND.		Simon McLoughlin		
OVERALL SUCCESS CRITERIA:				
<ul style="list-style-type: none"> Children will make at least expected progress from their individual starting points as a result of Quality First Teaching (QFT). Differentiation for all will be evident in teachers’ planning and in books. All staff will be able to put ongoing CPD into practice. Staff are aware of their responsibilities in relation to QFT. 				
KEY PRIORITIES	ACTIONS	WHO	RESOURCES	MILESTONES
<p>To deliver ongoing CPD to all members of staff related to identified SEND issues.</p> <p>To ensure that appropriate differentiation takes place across all curriculum areas.</p> <p>To ensure that support staff have sufficient training to carry out their roles with children who have been identified as having SEND.</p>	<ul style="list-style-type: none"> Deliver regular staff CPD, focusing on the needs identified by senior leaders. Senior leaders to carry out regular book looks, with a focus on visible differentiation. Support to be offered when this is not evident. Senior leaders to ensure that differentiation is evident in lesson observations. Support to be offered when this is not evident. Identify the training needs of support staff through TA Performance Management. 	<p>SLT</p> <p>Class Teachers</p> <p>Support Staff</p>		<p><i>Ongoing</i> Book looks and lesson observations have identified success and areas for development with regards to differentiation and QFT for those with SEND.</p> <p><i>September 2017</i> Owing to the increasing number of children in school with hearing impairments, staff were offered CPD focused on non-verbal communication and the effects of hearing loss on children in school. As a result, staff are more confident using some basic signs to support communication with all children, but particularly those with a hearing impairment.</p> <p><i>November 2017</i> Staff received training on high-quality classroom practice in both Maths and English from colleagues, focused particularly on those with SEND.</p> <p><i>February 2018</i> When the new ASP format was introduced, staff were reminded of their responsibilities with regard to QFT for those with SEND.</p> <p><i>Future</i> Conduct a needs analysis for all members of staff to identify future training needs. Continue to offer both proactive and reactive CPD to</p>



				improve QFT across the school. Explore the possibility of pupil progress meetings with staff focused on children with SEND.
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WHOLE SCHOOL ACTION:	LED BY:
To further develop the measurement of impact arising from targeted interventions.	Simon McLoughlin

OVERALL SUCCESS CRITERIA: <ul style="list-style-type: none"> Children will make rapid progress across curriculum areas as a result of targeted interventions. Children will make significant progress from the starting points identified at the beginning of the intervention period. Staff will be able to recognise when interventions are working and when further adaptations need to be made.

KEY PRIORITIES	ACTIONS	WHO	RESOURCES	MILESTONES
<p>To measure the impact of interventions accurately</p> <p>To ensure that the provision of interventions is adapted accordingly using assessment information.</p> <p>To keep a tangible paper trail of interventions.</p> <p>To ensure that staff workload is manageable.</p>	<ul style="list-style-type: none"> In collaboration with class teachers, TAs delivering each intervention will keep a record of initial assessment information before the intervention begins. This will list the reasons for the intervention and the specific targets that will be addressed throughout. Running records of each intervention session will be kept to ensure a high-quality provision during monitoring. Interventions will be altered after a defined review period. This will be set at the beginning of the intervention and will be dependent on the length of time the intervention needs to show sufficient progress against starting points. 	<p>SENCO</p> <p>Class Teachers</p> <p>TAs</p>	<p>Starting point record sheets.</p> <p>Session record sheets.</p> <p>Review and end point records.</p>	<p><i>September 2017</i> Staff updated on new processes. Feedback from staff is very positive and they feel that they are able to track progress a lot more clearly with tangible outcomes.</p> <p><i>December 2017</i> Monitoring by the SENCO shows that this new process is proving to be successful. There is a clear evidence trail of interventions taking place across school.</p> <p><i>March 2018</i> New interventions timetable drawn up as sufficient progress had been made from starting points, meaning that some interventions were no longer required.</p> <p><i>Future</i> Staff to be consulted on how the process can be improved. SENCO to look into ways of recording information electronically whilst ensuring that staff workload is not increased.</p>



WHOLE SCHOOL ACTION:		LED BY:		
To work more closely and more effectively with outside agencies to further enhance the SEND provision.		Simon McLoughlin		
OVERALL SUCCESS CRITERIA:				
<ul style="list-style-type: none"> Children will work with the outside agencies that are best suited to their needs. Outside agencies will work in collaboration with each other to achieve specific outcomes for children with SEND. Children’s learning will be disrupted less as a result of more streamlined interventions from outside agencies. Children will make progress from identified starting points. 				
KEY PRIORITIES	ACTIONS	WHO	RESOURCES	MILESTONES
<p>To ensure that work with children is not replicated across agencies.</p> <p>To get support from outside agencies in a planned and timely manner.</p> <p>To follow-up work carried out with outside agencies to ensure that outcomes set for children are reviewed and altered accordingly.</p>	<ul style="list-style-type: none"> A working group will be set up involving our most-used services from Durham County Council SEND & Inclusion Service, namely the Educational Psychology Service, the Cognition & Learning Team, and the Autism and Social Communication Team. The working group will meet once per term to look at priority cases across the school and to establish which agency would be best-suited to take on the case. The working group will review progress each term and reallocate caseloads as appropriate. The SENCO will meet individually with outside agencies to review progress on a termly basis. 	<p>SENCO</p> <p>HT</p> <p>EPS</p> <p>C&L</p> <p>A&SC</p>		<p><i>September 2017</i></p> <p>The identified agencies met with the SENCO and HT to identify children requiring support in the Autumn term. It was agreed which agencies would take each child onto their caseload, ensuring that (where possible) duplication did not happen. Consequently, disruption to children’s in-class learning has been kept to a minimum.</p> <p><i>January 2018</i></p> <p>The agencies met with the SENCO individually to review the Autumn term and to set targets for the Spring term. The working group was unable to meet owing to staff absence and prior diary commitments. The agencies continue to work together at Spennymoor to communicate findings amongst themselves.</p> <p><i>April 2018</i></p> <p>Staffing changes at the EPS has meant that only statutory work has been carried out. The SENCO met with the advisory teachers from the C&L Team and the A&SC Team to set priorities and to book in support for the Summer term.</p> <p><i>Future</i></p>



				<p>The success of the working group model will be reviewed at the end of the Summer term. If successful, dates for all meetings in the 2018-19 academic year will be set before the summer break.</p> <p>Explore the possibility of extending the working group to include NHS services and the DCC Sensory Team.</p>
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WHOLE SCHOOL ACTION:	LED BY:
To further involve parents in target-setting in relation to their children’s SEND provision.	Simon McLoughlin

<p>OVERALL SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • Parents will be completely clear about why their child is on the SEND Register. • Parents will be fully aware of the steps in place to support their children’s learning and development. • Parents will contribute to the targets on children’s Additional Support Plans (ASPs).

KEY PRIORITIES	ACTIONS	WHO	RESOURCES	MILESTONES
<p>To ensure that children’s progress against specific targets is measured on ASPs.</p> <p>To speak to parents at Parents’ Evening about their children’s SEND, ensuring that they agree with their child being on the SEND Register.</p> <p>To invite parents to a specific SEND</p>	<ul style="list-style-type: none"> • Update the ASP template to include children’s strengths and specific targets that will be reviewed termly. • Class teachers to check at Parents’ Evening that parents are aware of their child being on the SEND Register and to ensure clarity about the reasons behind this. • Set up a specific Parents’ Evening for parents of children with an ASP (all children on the SEND Register except those with SEN Support Plans and EHC Plans) to set targets and review progress this year so far. • Review attendance levels at the Parents’ Evening and target non-attenders for future events. 	<p>SENCO</p> <p>Class Teachers</p>	<p>Updated ASP</p>	<p><i>January 2018</i> ASP format updated and staff training delivered on setting SMART targets.</p> <p><i>March 2018</i> Parents invited to a specific SEND Parents’ Evening to meet with class teachers to set targets. 56% of invited parents booked an appointment. 100% of the verbal feedback about this event was positive and parents valued being involved in target-setting. Parents commented on how it was useful to be able to focus on SEND, rather than the overall progress discussed at termly Parents’ Evenings.</p> <p><i>Future</i> Set a date for the summer SEND Parents’ Evening. Target parents who did not attend the first event.</p>



<p>Parents' Evening to set and review individual targets.</p>				<p>Seek formal parental feedback on the process to inform development points. Find out from parents if there is any interest in setting up a Parents' Forum for SEND.</p>
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<p>WHOLE SCHOOL ACTION:</p>	<p>LED BY:</p>
<p>To further improve the process of delivering Statutory Annual Reviews for children with an Education and Health Care Plan.</p>	<p>Simon McLoughlin</p>

<p>OVERALL SUCCESS CRITERIA:</p> <ul style="list-style-type: none"> • Statutory Annual Reviews (SARs) will be delivered by the required date. • SARs will be spread across the year. • Parents and carers will be fully involved in reviewing Education and Health Care Plans (EHCPs). • SARs will focus on the positive progress that children have made, with outcomes are more SMART than in previous EHCPs.
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KEY PRIORITIES	ACTIONS	WHO	RESOURCES	MILESTONES
<p>To deliver SARs in a timely manner within the required timescale.</p> <p>To return the EHCP paperwork to DCC as soon as possible to ensure that revised EHCPs can be issued as quickly as possible.</p> <p>To ensure that outcomes are more SMART than in previous plans.</p>	<ul style="list-style-type: none"> • Review dates to be set at the beginning of the year, with parents/carers and outside agencies informed as soon as possible. • Class teachers and support staff to be more heavily involved in the SAR so that they can be empowered to take more of a lead role. • Ensure that parents/carers are able to attend SARs and rearrange if they are unable to attend. • Class teacher and SENCO to meet before the SAR to discuss the outcomes previously set and to provisionally come up with edited outcomes that are more SMART than in previous plans. 	<p>SENCO</p> <p>Class Teachers</p> <p>Support Staff</p>		<p><i>April 2018</i></p> <p>All SARs have either been carried out or have already been arranged for the summer term. SARs have been more spread out across the year, meaning that support can be put in place immediately by the current class teacher.</p> <p>SARs for the 2018-19 academic year have already been arranged and dates agreed with parents/carers.</p> <p><i>Future</i></p> <p>Deliver training for teaching staff to further increase their role in SARs.</p> <p>Further develop a more robust mechanism for reviewing progress against identified outcomes across the school year.</p>



Lanchester E.P. Primary School SEND Action Plan

