

Action Plan: SEND

Key Facilitator: Zoe Davis

Year: 2018-19

Overall aim(s):

Key Priorities (Whole school)

Key Priorities (Subject)

To further develop SEN provision for children with EHCPs.

To develop, capturing pupil voice more effectively.

To ensure that the; assess, plan, do and review process is embedded.

To ensure that we are providing consistently high levels of provision for all SEN children.

To monitor intervention strategies that reflect needs in the classroom.

To develop nurture provision.

To monitor behaviour strategies

Tasks	Resources Costs Staffing	Support	Time frame	Evidence of impact Success Criteria	Monitoring	Evaluation
To ensure that teachers implement strategies from statutory documents eg EHCP	Time with teachers each term	Subject co-ordinators	January 2019	<ol style="list-style-type: none"> 1. SENDCo to complete detailed analysis of provision maps and my plans 2. SENDCo to conduct, class based observations 	SEN Governor	

				<ul style="list-style-type: none"> 3. Teaching and support staff to have a greater familiarity of statutory documents 4. Termly meetings with year groups to discuss SEN documents 5. Teaching staff implementing effective strategies based on documents 6. Confident and knowledgeable staff 		
To capture pupil and parent voice.	<p>Support staff-time to work with children individually.</p> <p>SEN team - my plan meetings termly</p>	Support staff	termly	<ul style="list-style-type: none"> 1. Pupil voice captured (new layout is more open ended and child focused) 2. Parental voice is captured via my plan meetings and feedback 	ZD	
SEN tool kit is used consistently across federation.	Training new staff		Throughout the whole year	<ul style="list-style-type: none"> 1. Evidence of teachers using the tool kit 	ZD	
Teachers feel confident demonstrating their inclusive practice.	Staff meeting time Observation time-ZD to observe all staff termly	SLT	Termly	<ul style="list-style-type: none"> 1. Observation notes 2. Evidence of reflective practice 	ZD JW	
Nurture practice in school is developed to meet wider needs of the children	Nurture staff have allocated time on their weekly timetables to ensure they meet with key children	SLT	Ongoing... Weekly and half termly	<ul style="list-style-type: none"> 1. Entry and exit process in place 2. Team meetings 3. Nurture team liaison with class teachers and parents 	ZD	

	Nurture meetings at least 1xhalf term with SENDCo					
Behaviour strategies are consistently embedded in our everyday practice	SENDCo assistant to oversee behaviour across the federation and to be in classrooms supporting for at least 1 day/week	SENDCo teachers	weekly	<ol style="list-style-type: none"> 1. Evidence of regular reviews with teachers 2. Writing and reviewing all documentation for behaviour plans 3. Behaviour meetings held, at least each half term to assess progress and next steps 	ZD PL?	
To monitor intervention strategies that reflect the needs in the classroom.	SENDCo to meet with staff termly. SENDCo to observe practice termly	JW LT		<ol style="list-style-type: none"> 1. Provision maps reflect actual progress 2. Evidence of knowledge of children's need 3. Termly pupil progress meetings 4. Analysis of progress made on pupil tracker 	SEN governor ZD JW	