

Action Plan: SEND

Key Facilitator: Zoe Davis

Year: 2019-20

Overall aim(s):

Key Priorities (For Northam School's Federation)

Key Priorities

1. To enhance SEND provision for children with EHCPs.
2. To ensure 'my plans' are written with comprehensive, smart outcomes and that these are then linked to learning in books.
3. To ensure that the; assess, plan, do, review process is embedded and used appropriately to gather evidence of need.
4. To maintain professional contacts and keep up to date with current SEND documents/changes.
5. To develop the effective management of support staff in each year group.
6. To develop and monitor strategies and technologies used to support children with autism.
7. To extend support for children with SEMH (Social Emotional and Mental Health)
8. To embed identification and assessment processes for children with Dyslexic tendencies.

Tasks	Resources Costs Staffing	Support	Time frame	Evidence of impact Success Criteria	Monitoring	Evaluation
1.To ensure that teachers have the skills and resources to implement strategies	Meetings with staff, individually each half term. Follow up training when needed.	Outside agencies eg EP or C&I team.	Half termly throughout the year.	<ul style="list-style-type: none"> • EHCP reviews. • Observations of provision in practice. • Detailed my plans 	JW SEND Governors	

suggested in key documents. EG Educational Psychology reports and Educational health care plans (EHCPs).				showing progress.		
2. My plans have smart outcomes, show progression and are identified within the children's books.	Staff meeting 3 x /year My plan meetings with parents.	Peer support	Termly throughout the year.	<ul style="list-style-type: none"> • Book scrutinies termly. • My plan children identified. • My plans written and reviewed in line with deadlines. • My plans reflecting the next steps for the children. • My plans showing progress and progression. • Capturing parent feedback to this system. • My plan parent meetings completed by teachers. 	JW Math and English co-ordinators	
3. SEND toolkit is used by all teachers when concerns are raised. Evidence is	Meeting with staff regularly throughout the year.		Ongoing whenever needed	<ul style="list-style-type: none"> • Tool kit observations emailed to SENDCo • Strategies noted on tool kit for evidence. 	SEND governors	

documented to show strategies already tried.				<ul style="list-style-type: none"> • Tool kit used to support referrals. 		
4. Maintain membership of SENDCo forum and county network meetings. Attend SENDCo conference	2 afternoons per term. 1 day Cost of course.		Ongoing	<ul style="list-style-type: none"> • SENDCo able to exchange ideas and receive support on current issues from other SENDCos in the area. • Successful implementation of relevant issues and offer training to support staff. 	JW	
5. To ensure that all support staff are utilised effectively.	TA staff meetings weekly. Meeting with teachers in year groups at least once a term. Observations and feedback.	All teachers	Ongoing throughout the year.	<ul style="list-style-type: none"> • Timetables for TA staff created termly by teachers. • In class observations. • Provision maps used to capture effectiveness. • Entry and exit data on provision maps to identify effective strategies. • Support staff appraisals 3 meetings throughout the year. 	JW SLT SEND Governors	

<p>6.To ensure autism provision is of a high quality and consistent across the federation.</p>	<p>Inset time for training. Staff meeting time for training. PECs(Picture exchange communication system) online purchased</p>	<p>C&I team PECs team</p>	<p>Ongoing throughout the year.</p>	<ul style="list-style-type: none"> • Social stories used consistently. • Comic strip conversations used effectively. • Well trained key staff used as a resource. • PECs online purchased and in place across the federation. • Log in for PECs set up for each class by November 2019. • Training for key staff completed by December 2019. • Training for all staff completed by April 2020. • PECs online being used by all teachers and children who are under the ASC umbrella by June 2020. • PECs system set up and embedded for key children in EYFS by December 2019. 	<p>SLT SEND Governors</p>	
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<p>7. To introduce Boxall profiling to support SEMH provision.</p>	<p>Boxall training 1 day. Purchased training materials.</p>	<p>EP</p>	<p>Training 23.20.19</p>	<ul style="list-style-type: none"> • Boxall assessment being completed on key children. • Assessment information from profiling used to support nurture provision. 	<p>SEND Governors</p>	
<p>8.To embed a manageable process of assessment, feedback and strategies to implement for key children.</p>		<p>AA</p>	<p>Up and running by January 2020</p>	<ul style="list-style-type: none"> • Share current information with teachers. • Identify new children. • Assessment of children with high level concerns. • Report back to teachers with strategies. 	<p>JW English co-ordinators SEND Governors</p>	