





Award Action Plan (School Led) - SENDIA, Version: 22/01/2021 14:27pm

Bruche Primary School





13/1/21

Objective 1


The school demonstrates a commitment to achieving and maintaining the SEND Inclusion Award, including informing relevant stakeholders.


Key Performance Indicator	RAG Rating	Action Plan			
1.1 Coordinated by the school SENCO, the working group is in place.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Evidence available	Monitoring	Work group	07/06/21
1.2 The statement of commitment is signed and stored in the portfolio of evidence.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Evidence available	Monitoring	work group	07/06/21
1.3 A commitment to achieving the award, and information about the award, is shared with all key stakeholders.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Evidence available	Monitoring	Work group	07/06/21
1.4 Local partners have been informed about the award and have been encouraged to become involved.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

All involved with Bruche Primary School have been made aware of the award Teachers Teaching Assistants Parents Governors Children The MAT and the SEN lead for the MAT have been made aware of the award.	Keeping all stakeholders informed and updated throughout the process.	Work group and SENDCO	07/06/21
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1.5 The school self-evaluation has been completed.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The evaluation has been completed and the work group have planned to review this evaluation at regular intervals	To take the schools evaluation at regular intervals throughout the year.	SENDCO	07/06/21
1.6 Information from the school self-evaluation has been used to inform action planning.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The schools evaluation form has been taken twice (Jan 2021)	Discuss with the Headteacher to inform the schools development plan.	SENDCO and Headteacher	07/06/21
1.7 The action plan has been fully completed and shared with all key stakeholders.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The action plan was created on 15/1/21 with the work group.	To regularly review the targets on the action plan	SENDCO and the working group	07/06/21
1.8 The school's improvement plan includes strategies for award achievement and for the maintenance of the award.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Have spoken to the Headteacher about input of the award	To ensure the award is listed on the schools Improvement plan and I will monitor this	Headteacher	07/06/21
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1.9 The action plan is regularly monitored, progress is evaluated and the findings are shared and acted upon.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The action plan was devised on the 15/1/21 with the working group and this was emailed to all stakeholders	To email the action to all stakeholders	SENDCO	15/01/21

1.10 All key partners are regularly updated and involved with developments and progress towards achieving the award.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The action plan was devised on the 15/1/21 with the working group and this was emailed to all stakeholders. Information and current information has been emailed out to all stakeholders.	Parents to be updated on the newsletter. In house updates with stakeholder from the SENDCO and working group	SENDCO	07/06/21


Objective 2


The school's SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.


Key Performance Indicator	RAG Rating	Action Plan
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2.1 The school has a SENCO in post who is a qualified teacher and has completed, where required, the National Award for SEN Coordination.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

School has a SENDCO who was appointed in September 2019. She is currently undertaking the SEND Award at Edgehill University. She is qualified Teacher with 8 Years experience including working with children with SEND.	To gain the accreditation June 2021	SENDCO	07/06/21
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2.2 There is clear line management of the SENCO by a senior leader.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO is managed by the Headteacher and school Governors. Performance management is in place. The SENDCO has taken part in an LA SEND review February 2020 and has another review booked in with Melissa Young in March 2021	To continue to be involved with the LA (local authority) with SEND reviews	SENDCO and LA	07/06/21

2.3 The school has an up-to-date SEND policy and a SEN Information Report is available on the school website.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO regularly updates the SEND policy and information report. She has done this throughout the pandemic.	To ensure that all updates are on the schools website and in all Teachers SEN files. All files have been updated taking the pandemic into consideration.	SENDCO	07/06/21

2.4 The SEN Information Report includes information about staffing for SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SEND report is updated with the relevant members of staff	Monitor and update if there are any changes	SENDCO	07/06/21

2.5 The school has an accessibility plan in place that underpins an inclusive ethos.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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The school has a disability policy in place in line with current legislation.	To monitor and update if there are any changes.	SENDCO	07/06/21
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2.6 The school is fully accessible across the three areas of curriculum access, physical access and the provision of information.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All areas of school is accessible	If any children have an additional that requires adjustments to be made, ensure a plan is in place.	SENDCO, Site Manager working group and Headteacher Business Manager	07/06/21


2.7 The SENCO's salary is allocated against core funding.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Yes	Yes	SENDCO Headteacher Business Manager Governors	23/07/21

2.8 Pupils with SEND engage in the activities of the school alongside pupils without SEND.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Evidence available All pupils are included	To continue to monitor and support	SENDCO and Class Teachers	23/07/21

2.9 All teachers use and participate in the graduated approach (assess, plan, do, review) for pupils with SEND.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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Graduated response has been shared with all Teachers and TAs in the information report. This can be sourced in SEN folders in each classroom. Teachers differentiate appropriately for all children especially children with a SEND need. Teaching assistants support with the delivery of interventions.	To monitor using: Trello Book scrutiny Pupil voice Walk throughs Questionnaires	SENDCO	23/07/21
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2.10 Parents are always informed when the school is considering whether or not a pupil has special educational needs that may require SEND provision.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Meetings are held with parents if there is a suspected additional need. The SEND report outline how the parents can get in contact with the SENDCO and book a meeting to discuss concerns.	To monitor Class Teachers to keep SENDCO informed	SENDCO	23/07/21

2.11 Pupils with SEND and their parents are full partners in all decisions.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All parents are invited to meetings if the child has a SEND need. Parents are informed three times per year (parents evenings and reports) and PPS forms are written and shared every half term.	To continue with EDUKEY	SENDCO and Class Teachers	23/07/21


2.12 For pupils with EHC plans (or statements of SEND), the provision detailed in those plans is in place.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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We currently have 1 EHCP plan in school and reviews are held annually with parents inline with the SEND code of practice	To continue to monitor and update stakeholders including parents and children with SEND	SENDCO Class Teachers parents and children	23/07/21
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Objective 3


There is strong and effective leadership and management of SEND provision.


Key Performance Indicator	RAG Rating	Action Plan
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3.1 The school improvement plan has a strong focus on inclusive practice and improving outcomes for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The main focus for the school is Reading, writing, spelling. SEND children are listed on the improvement plan to monitor. There is a monitoring schedule for the SENDCO to monitor the SEND children progress and achievements.	To continue to monitor Governors to be updated on a regular basis	SENDCO Headteacher Class Teacher Governors	23/07/21

3.2 The SENCO advises governors and senior leaders on the use of the SEND budget.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO and the SEND Governor have regular meetings to discuss what is happening within school and ensure there is enough money to meet the needs of all the children	To have a meeting with the Business Manager to get an up to date SEND budget.	SENDCO Business Manager	12/02/21

3.3 The senior leadership team can evidence effective use of the SEND budget.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Once the meeting with the Business Manager has taken place the SEND budget can be effectively planned for	Conduct SEND audit within school to determine expenditure.	SENDCO Business Manager	12/02/21
3.4 The SENCO has a clear vision of high aspiration for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO has a clear vision	Evidence can be found	SENDCO and Governor and SLT	07/06/21
3.5 The SENCO provides strong leadership of SEND and inclusion across the school.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO provides strong leadership. This can be evidenced	Continue to update staff and teaching assistants on relevant information	SENDCO Teaching assistants and Teachers	07/06/21
3.6 The school has an anti-bullying policy in place that specifically addresses bullying and pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The school is up to date	Monitor any changes	SENDCO and working group	07/06/21
3.7 The SENCO manages record-keeping on SEND effectively.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Evidence to show this	To continue with monitoring	SENDCO	07/06/21
3.8 The SENCO reports termly to governors on outcomes for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO and Governor had regular meetings	To continue the meetings and discuss outcomes and next steps.	SENDCO and Governor	07/06/21


3.9 The SEND governor provides an effective level of challenge to the SENCO and other senior leaders.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		During the termly meetings and additional informal meetings the Governor effectively questions the SENDCO and writes a report.	To continue with meetings	Governor and SENDCO	07/06/21

3.10 Evaluation of the impact of SEND provision is incorporated into the school self-evaluation process, including the programme of learning walks and lesson observations.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Monitoring of SEND: Learning walks Trello Lesson observations Book Scrutinys Pupil voice Teacher voice Parents voice Questionnaires	To continue to monitor	SENDCO	07/06/21

Objective 4

Everyday teaching and learning for pupils with SEND is good or better.

Key Performance Indicator	RAG Rating	Action Plan
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4.1 All teachers understand that they have responsibility for the learning and behaviour of pupils with SEND in their classes.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?




Behaviour walks have been conducted by the SENDCO Teachers are aware that they are Teachers of SEND as per the SEND Code of practice.	To continue to monitor	SENDCO Teachers	07/06/21
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4.2 Teaching plans and approaches are used consistently to enable teachers to match teaching strategies and learning activities to the range of pupils' abilities effectively, including the use of ICT.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		PPS form are written Interventions are monitored in a intervention book Effective planning is reflected in pupil books	To continue monitoring	SENDCO	07/06/21

4.3 Decisions about interventions and support for pupils with SEND are based on teachers' knowledge of individual pupils, the results of diagnostic assessments, and research on evidence-based programmes.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The children are regularly assessed and the assessments inform planning for individual needs. Transition of information of pupils is passed from class to class as children move through the school. This is always done a few months before the children move up to the next class.	To ensure that EYFS and KS1 have a smooth transition. To put the correct support in place for EYFS. To ensure there is a smooth transition for the children from the EYFS unit and EYFS framework to the national curriculum and Y1 environment.	SENDCO KS1 and EYFS	07/06/21

4.4 The deployment of support staff is effective and informed by research and the school's own evaluation of impact.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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The TA lead with school ensures that all Teaching assistants are updated on training. The school gained the recognition of the Good Teaching Assistant practice Award.	To work closely with the TA lead to ensure that all TAs have updated CPD and knowledge of the interventions for SEND pupils.	TA lead and SENDCO and Teaching Assistants	23/07/21
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4.5 Adult support is focused on improving the independence of pupils with SEND and preparing them for adulthood.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All staff have up to date training on SEND and how to delivery specific interventions for children with SEND. Career pathways within school develops independence of pupils within school. PSHE is taught each week to develop independence. A good Pastoral support is in place.	To continue to update training and monitor	SENDCO	23/07/21
4.6 The SENCO, teachers, teaching assistants and other support staff work well as teams.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All staff are working towards the same goals.	Any new members of staff are inducted well. The SENDCO inducts all new staff.	All staff	23/07/21
4.7 Support staff are well trained and kept appropriately informed about pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Monitoring takes place each half term and is fed back on trello to all Teaching Assistants. Informal meetings are held with Teaching Assistants to discuss the outcomes for the children with SEND and intervention books.	To continue to have high expectation of all pupils and TAs.	SENDCO and Headteacher and Governor	23/07/21


4.8 The school makes effective use of advice and support from external agencies and monitors the impact of this advice and support on outcomes for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Letters and recommendations and noted and passed on to members of staff. Any recommendations from outside agencies are noted in intervention books. Outside agencies have included: speech and language, Educational Psychologist, SEMH Specialist support, School nurse, Orthoptist support.	To continue to monitor	SENDCO Teachers and Teaching Assistants	23/07/21
4.9 The school liaises with partner schools and settings to provide continuity of expectations and outcomes across key transitions for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Standardisation meetings across the MAT In house transition meetings between Key stages and classes. Transition with SENDCOs at KS3.	To continue to monitor	SENDCO Y6 Teacher and Business Manager	23/07/21
4.10 The school works in partnership with other settings, schools, local and national charities and other organisations to widen opportunities for learning and participation for pupils with SEND.	R	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Cultural Capital Standardisation meetings Staff training Visitors coming into school Tutors in Upper Key stage 2 Creative days 7 across the year (Disability day) raised money for the blind.	To continue to engage.	SENDCO All staff	23/07/21
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Objective 5


There is an effective system for identifying pupils' special educational needs.


Key Performance Indicator	RAG Rating	Action Plan
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5.1 Progress is assessed regularly and data is thoroughly analysed.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Data is assessed each half term Teacher assessment NFER tests (KS2) Assessment weeks Half termly monitoring of children with SEND, pupil voice, book scrutiny. Pupil progress meetings EDUCKEY Outcomes are monitored	To continue to monitor	SENDCO Headteacher	06/06/21




5.2 Pupils' learning and other needs are identified as early as possible.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
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There is a collaboration between EYFS and the SENDCO. Children are flagged to the SENDCO if there is particular need.	Transition Toolkits are being designed to identify a SEND need. This will be put into SEND folders of all staff	SENDCO EYFS Lead	06/06/21
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5.3 A range of appropriate assessments, available in-school and from external sources, is used to identify specific barriers to learning.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Referrals are made for appropriate assessments.	To continue	SENDCO and Members of staff	06/06/21





5.4 Assessment information is shared with all staff involved with the pupil and is used to plan appropriate support and interventions.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Referrals are completed with the Teacher and SENDCO. Once an assessment has been completed the recommendations are discussed with Class Teachers and interventions are put in place and written onto the provision map.	Continue	SENDCO Teachers TAs	06/06/21

5.5 Pupils with SEND have access to high-quality inclusive teaching in addition to any additional SEND provision.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All interventions are listed on the whole school provision map Class Teachers use differentiate activities for the children with SEND.	To continue to update	SENDCO Teachers	06/06/21


5.6 A range of interventions and resources (including ICT) to address pupils' SEND is available or can be sourced speedily.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The resources that we have currently meet the needs of the children and targets are written on PPS forms. For example: IDL	Computing lead is looking into buying more IPADS and laptops for school.	Class Teachers and SENDCO and working group	06/06/21
5.7 Progress data for pupils with SEND is used to inform lesson planning and strategic developments, including staff CPD.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Questionnaires Pupil voice informs this ADHD training completed on 19th January 2021 for two hours. This as identified by the SENDCO and put in place.	To continue to arrange CPD.	SENDCO	06/06/21
5.8 The impact of all additional or different provision for pupils with SEND (including interventions and adult support) is thoroughly monitored and evaluated.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO conducts regular monitoring of interventions: Intervention books Pupil voice Discussions with Teachers Class Observations All uploaded to trello	To continue	SENDCO	06/06/21


Objective 6

Pupils are actively involved in decision-making about, and the delivery of, their own SEND provision/ support.

Key Performance Indicator	RAG Rating	Action Plan			
6.1 Wherever possible, pupils are aware of and play a part in planning their own support and interventions.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Where age appropriate pupils take part in the planning. Pupil voice monitors this and children are able to share with the SENDCO if they would like any changes within their intervention. Trello as an example; BM	To continue to do this and promote pupil voice	SENDCO	23/07/21
6.2 Questionnaires, focus groups and other strategies are routinely used to ascertain the views of pupils with SEND about their support, their teaching and learning, and their inclusion in other aspects of school life.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Evidenced within the SENDCOs file. This is completed every half term	To continue	SENDCO and the working group	06/06/21
6.3 Pupils are provided with the information and support necessary to enable them to participate in decisions about their SEND provision.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		PPS forms are shared with children and parents	To eventually engage the children and parents onto EDUCKEY	SENDCO	06/06/21
6.4 Pupils with SEND are always involved in at least part of meetings or conversations between their parents and teachers.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Phone calls are made Parents evenings Online learning Zoom and TEAMS are used Parents and members of staff go on training together to support the needs of the child involved	Continue to do this	SENDCO	23/07/21
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6.5 Pupils with SEND know their learning targets and understand what they need to do to achieve them.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Pupil voice is conducted each term as a 1-1 plus external visitors discuss this with the children. They are included in normal classroom practise.	To continue to give the children the confidence to share their targets and ask to help when needed.	SENDCO Class Teachers and TAs and parents	23/07/21




6.6 There is evidence that feedback from pupil questionnaires and focus groups is shared with governors and other key stakeholders and directly influences school SEND and inclusion policies, provision and practice.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		SENDCO and Governor meet on a regular basis and a report is written each time.	To continue with meetings	SENDCO SEND Governor	23/07/21



Objective 7

Parents are actively involved in decision-making about, and the delivery of their children's SEND provision/support.

Key Performance Indicator	RAG Rating	Action Plan
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7.1 Teachers meet with parents of pupils with SEND at least three times each year and provide an annual report to parents on their child's progress.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Bruche provide interim reports twice a year and a full report once per year, Parents are given a parents evening twice a year to discuss their child's progress. SENDCO invites parents into have a meeting if their is a concern aswell.	To continue with this. SEND huddle being looked into currently to engage parents with SEND provision. Emails and texts are sent out to update parents on monitoring.	SENDCO	23/07/21
7.2 The views of parents on their child's progress, inclusion and well-being are sought regularly in addition to scheduled meetings / conversations.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The pastoral lead monitors this. Pastoral lead and members of staff are available in a variety of ways to offer support to parents.	To continue For the pastoral lead to conduct half termly drops ins in each classroom and be available at the door at home time for any parents to drop in to discuss concerns with her.	Nicola Neild SENDCO working group	23/07/21
7.3 Parents are full participants in planning the support and interventions for their children.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents are given the correct tools to discuss their childs progress with the Teacher and SENDCO. Support being offered is discussed at each stage (of a referral) with the parents. Parents are asked to contribute and attend meetings for this in school.	Continue with this	SENDCO working group Teachers	23/07/21

7.4 Learning targets and desired outcomes are agreed and reviewed at meetings/conversations with parents.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents evenings regular phone calls PPS forms reports Parents annual reviews	To continue	SENDCO	23/07/21
7.5 The school offers help and training to parents of pupils with SEND so they can better support their child's learning at home.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Live streaming has given all parents and overview of their child's support Deliver phonics Speech and language training with the school	To create a timetable and ask outside agencies to come into school and offer parents a drop in to ask any questions	SENDCO working group	23/07/21
7.6 Parents are fully involved in planning for all key transitions and are kept informed at all stages.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents are full involved in transition Each class has a drop in session at the start of each year for parents to meet the teacher and view the classroom with their child Letters are sent home to inform parents of changes to staffing.	To continue	SENDCO Headteacher	23/07/21


7.7 The school gathers evaluative feedback from parents in relation to the quality and relevance of its SEND and inclusion policies, practice, procedures and developments, and its strategies for consulting with parents.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All information is given to parents on the website Questionnaires given to parents Online questionnaires are sent to parents by the Headteacher	To continue	Headteacher and SENDCO	23/07/21
7.8 Parents' responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Feedback is given to parents on Newsletters, emails, texts and meetings if needed.	To continue	Headteacher	23/07/21


Objective 8


The school is committed to providing high-quality, on-going CPD on SEND.

Key Performance Indicator	RAG Rating	Action Plan			
8.1 Induction programmes for new staff include a strong focus on positive attitudes towards, and high expectations of inclusion for, pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

The New staff inductor is the SENDCO and all new members of staff are given a thorough induction. All staff receive this including MDAs and Schools Direct Trainees.	To continue to induct all new staff	SENDCO and New staff inductor	23/07/21
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8.2 The SENCO's strategic role includes the mentoring and coaching of teachers, support staff and governors to improve the standard of teaching, inclusion and support for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO is the Schools direct and NQT mentor and is experienced in supporting all staff to improve the standard and expectations.	To continue to do this	SENDCO	23/07/21

8.3 Progress and attainment data for pupils with SEND informs decisions about whole-school CPD and additional training for individual members of staff.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Data collected by the SENDCO through, observations, questionnaires, opinions, pupil voice contribute to arrangements of CPD.	To continue to support staff and pupils. Arrange CPD training	SENDCO	23/07/21

8.4 The school undertakes an annual audit of staff skills and knowledge of SEND and inclusion that informs the CPD programme for the following year.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		SENDCO has conducted this Emails, discussions and needs identified by the SENDCO and staff	To regularly undertake audits to update training.	SENDCO Teachers TAS.	23/07/21

8.5 The SEND and inclusion CPD requirements of all staff members are discussed as part of performance management or appraisal processes.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Headteacher conducts appraisals of staff SENDCO conducts appraisals of some TAs and 1-1 staff. SENDCO meets with 1-1 staff every half term to update on progress of the child and the EHCP.	To continue	SENDCO Headteacher	23/07/21
8.6 All teachers are trained to enable them to hold effective and constructive conversations with parents of pupils with SEND.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All staff discuss the meetings with the SENDCO first and write notes down to support them in the meeting. The SENDCO is on hand to attend all meetings. The SENDCO attends meetings with NQTS and RQT.	To continue	SENDCO Teachers	23/07/21