

# SEND Action Plan for 2023/24

Emma Hayes



<u>Intention</u> Data, Recovery programme, resources, staffing including pedagogy, innovation	<u>Implementation</u>	<u>Implementation Time frame/ Staff involved</u>	<u>Proposed Impact</u>	<u>Evidence towards proposed impact</u>
Attend SENCO update meetings and forums.	SENCO will...  ✓ Keep up to date with any new SEND initiatives / paperwork and update staff with any relevant change.	SENCO to attend termly.	➤ New initiatives and paperwork to be put in place and where relevant, shared with staff.	➤
Assess, set targets and track the progress of EAL pupils.	SENCO and Teachers will ...  ✓ SENCO and class teachers to use the overview grids highlighting objectives achieved at the end of each term, and identifying next steps.	Teaching staff will highlight objectives achieved at the end of each term.  SENCO to record the code each child is working at for each area – S&L, Reading and Writing onto a tracker.  SENCO will record whether the child is 'emerging', 'developing' or 'secure' within the code to track the progress.	➤ Clear progression can be shown for each EAL learner termly. ➤ Clear targets are made for each EAL learner.	➤

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<p>To identify children in Early Years with speech, language and communication difficulties.</p>	<p>Trained TAs will ...</p> <ul style="list-style-type: none"> <li>✓ CL and NL to carry out WELLCOMM assessments on all Nursery pupils and new pupils in Reception - October 2023</li>   <li>✓ NL to use visual resource to assess pupils' pronunciation of sounds.</li> </ul>	<p>TAs delivering the intervention to follow the advice and activities in 'The Big Book of Ideas' created by WELLCOMM intervention for pupils identifying with difficulties.</p> <p>Assessments to be carried out every 6-8 weeks and SENCO to record on the WELLCOMM tracker. <u>Continuous throughout the year</u></p> <p>SS / NL to support identified children with accessing a small group intervention to practise applying sounds.</p> <p>SENCO to monitor progress – referral to SALT if limited progress made.</p>	<ul style="list-style-type: none"> <li>➤ Children will be working at age related expectation in communication and language.</li>   <li>➤ Parents are able to support the learning with their child.</li>   <li>➤ Children will pronounce sounds clearly.</li> </ul>	<p>➤</p>
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<p>Monitor the delivery of interventions.</p>	<p>SENCO will ...</p> <ul style="list-style-type: none"> <li>• Ensure that timetables of interventions are shared and planned</li> <li>• Provide precision training for all TAs so that a consistent approach to precision teaching across school is followed</li> <li>• Observe TAs delivering interventions and provide feedback to TAs and NH.</li> </ul>	<p>TAs / SENCO- Half termly to be monitored – first observation – November 2023</p>	<ul style="list-style-type: none"> <li>➤ SENCO can observe the interventions and find out if the child knows what they are learning and why?</li> <li>➤ SENCO can observe the interventions and find out if the TA knows what they are delivering and why?</li> </ul>	<p>➤</p>
<p>Share and introduce the use of new Profile of Need document and SEND Plan documentation so a consistent approach is used across the school</p>	<p>SENCO will</p> <ul style="list-style-type: none"> <li>• Share documentation and new SEND plans in staff meeting</li> <li>• Support staff in the writing of smart targets for pupils and using the documentation to determine profile of need</li> <li>• Be available at parent's evenings to answer questions and support parents as needed.</li> </ul>		<ul style="list-style-type: none"> <li>➤ A consistent understanding of profile of need and SEND Plans will be shared by all staff and parents</li> </ul>	<p>➤</p>

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<p><b><u>Pupil Voice</u></b> – evidence gathered; what are the children at SMA saying about the teaching &amp; learning in interventions?</p> <p>Pupil voice correctly informs staff about Teaching &amp; Learning in interventions.</p> <p>Previous pupil voice is shared and acted on.</p> <p>Discussion with the SEN pupils about what resources support them.</p>	<p>SENCO will...</p> <ul style="list-style-type: none"> <li>✓ Gather evidence of SEN pupil voice.</li> <li>✓ Share views with teachers.</li> </ul>	<p>SENCO – Termly</p>	<ul style="list-style-type: none"> <li>➤ SLT are aware of what the children are saying about their learning in interventions.</li> <li>➤ Children are able to identify the skills and the understanding of why they are learning these skills in interventions.</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<p>Ensure that there is consistent practise across the school in terms of how evidence from intervention programmes and TA support is recorded, monitored and evaluated.</p>	<p>SENCO will ....</p> <ul style="list-style-type: none"> <li>• Monitor that TAs are carrying out interventions regularly and this is recorded.</li> <li>• Monitor that progress and areas of concern are being recorded.</li> <li>• Monitor that next steps are being recorded.</li> <li>• Monitor that all information is being shared with class teachers</li> </ul>	<p>SENCO to collect intervention monitoring sheets at the end of each half term.</p> <p>SENCO to ensure that recording of interventions is consistent in all year groups and feed this information back to TAs.</p>	<ul style="list-style-type: none"> <li>➤ All interventions are recorded, showing any concerns and next steps for progress.</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>

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<p>Ensure that pupils' knowledge gained from interventions is being applied in their work.</p>	<p>SENCO will ...</p> <ul style="list-style-type: none"> <li>• Carry out book scrutinies</li> <li>• Ensure that targets on pupil profiles are being addressed – collate evidence through work in books or through discussion with pupil</li> <li>• Identify knowledge being taught in interventions is evident in books to show progress being made, e.g. spellings.</li> <li>• Feedback to class teachers and TAs.</li> </ul>	<p>SENCO will carry out book scrutinies each term:</p> <p><u>Nov / Dec 2023</u></p> <p><u>Mar / Apr 2024</u></p> <p><u>Jun / Jul 2024</u></p>	<ul style="list-style-type: none"> <li>➤ Relevant targets are being addressed in interventions, and improvement and achievement is demonstrated in their work. E.g. Using punctuation appropriately, forming ascenders and descenders correctly.</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<p>ASD training for whole school INSET</p>	<p>SENCO will ...</p> <ul style="list-style-type: none"> <li>• Contact EP for Autism training.</li> </ul>	<p>September 2022</p>	<ul style="list-style-type: none"> <li>➤ Staff will increase their knowledge and understanding of Autism.</li> <li>➤ Staff will be more aware of identifying children with autism.</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<p>Clear liaison between SENCO and SEN governor.</p>	<p>SENCO will ...</p> <ul style="list-style-type: none"> <li>• Contact SEN governor</li> </ul>	<p>SENCO and SEN governor – Termly</p>	<ul style="list-style-type: none"> <li>➤ SENCO and governors can work towards same goals and all have clear</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>

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			understanding of expectations and outcomes for SEN pupils.	
Relevant SEN CPD and training to be provided for teachers and TAs to upskill and improve SEN provision – in particular PAD and ODD	<p>SENCO will ...</p> <ul style="list-style-type: none"> <li>• Liase with HT to see what 'inhouse' CPD we can offer – do we already have staff with particular expertise that could lead training?</li> <li>• Continue to attend training on offer for SENCOs (provided by the LA) and feedback to staff.</li> <li>• Lead training sessions on areas of concern (as they arise throughout the academic year).</li> <li>• Make links with North Star to provide support for individual pupils.</li> </ul>	SENCO and HT – discussed in weekly meetings as relevant	<ul style="list-style-type: none"> <li>➤ Teachers and TAs will feel more confident about supporting SEN pupils.</li> <li>➤ More progress will be evident for those learners with additional needs.</li> <li>➤ Learners will feel more confident about resources they have on offer to support them and help them to become independent learners.</li> </ul>	➤

Next steps:

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