

SEND 2017-2018

Overall Target	To monitor the progress of all vulnerable groups across the school, to ensure all children are making at least expected progress and their emotional well being is supported appropriately.
Intended Impact	For all pupils to make at least expected progress. For SEND interventions to be effective.
Lead person	Holly Hilliard (SENDCo), Bob Foale (lead governor for SEND). Monitored by T and L and Resources Committee
School vision links	Teamwork, Perseverance, Grow and Succeed, Learning Journeys
Suggested questions for governors	How do provision maps support the learning of vulnerable children? What is the progress and attainment for pupils with SEND and those in receipt of pupil premium?

Action plan	Key person	Cost	Funded by	Timescale	Success criteria (key milestones for summative evaluation)	Evidence	Impact	Monitoring evaluation
1. To ensure that the recommendations in the SEND code of practice continue to be embedded.	HH LC BF (Gov)	Time £500	Sbs	Sept 17 onwards	All staff made aware and involved in the processes set out in the SEND Code of Practice. Parents continue to be made aware of these processes and how they affect their individual children. Senco continues to review the SEND priority children through TAC meetings and by updating documentation such as Plan Do Review forms and, and EHC plans.	Class provision maps are on google drive and updated throughout each term. Team Around The Child meetings arranged with parents and other outside agencies. Regular meetings (both formal and informal) with all staff involved with SEND children to ensure continuity of provision.	Appropriate provision is allocated to SEND children.	
				Sept 17	All staff working together with the Senco to ensure all needs are met.			

<p>2. To improve record keeping on SEN children and identify gaps in provision.</p>	<p>SLT Senco All staff</p>	<p>Time</p>	<p>Sbs</p>	<p>Sept 17 onwards</p>	<p>Time allowed for CTs to meet with their TAS on a Monday during assembly. Each class to have a folder on SEN children where an individual profile is set up. This will serve as a detailed running record on the child's progress, outcomes, outside agency involvement and other significant information. CT to fill out an initial concerns document on any child presenting cognitive, social and emotional or physical needs. This will feed into the child's profile and where necessary the Devon Graduated Response tool. Detailed provision maps created for each class by the class teacher with input from staff working within that class and the Senco. Provision maps continually updated with outcomes reviewed at the end of each intervention. Feedback is used to inform subsequent interventions and starting points on the next map.</p>	<p>Each class to have a folder on SEN children where an individual profile is set up. This will serve as a detailed current running record on the child's progress, outcomes, outside agency involvement and other significant information. CT and TAs update this record weekly. Senco also to contribute to and monitor the profiles and class SEN meetings. HT to readily access Profiles for monitoring and information on the additional provision that SEN children have accessed over time.</p>	<p>Gaps in provision identified and effective interventions put in place. Requests for additional guidance, funding and statutory assessments are supported by this process. For more than 67% of pupils with SEND to make at least expected progress in writing, for more than 75% in Reading and more than 83% in Maths,</p>	
<p>3. Children with SEMH difficulties continue to be appropriately supported and their progress is measured effectively.</p>	<p>HH LC EF-Thrive trained practitioner</p>	<p>Time for non-teaching staff</p>	<p>Pupil premium/Service premium funding PSP funding-</p>	<p>Sept 17 onwards</p>	<p>Focus children show an improvement in behaviour and emotional stability, overcoming barriers to learning.</p>	<p>Explore ways of measuring the impact of MH support cases with a lead professional</p>	<p>The follow up assessments of individual pupils show</p>	

	External CAMHS trainers - Virgin Care	Mindfulness practitioner working in school.	£1,000		All staff have attended training sessions during non-pupil days or twilight sessions x 1-2 per term and have access to supervision sessions with EH4MH practitioner. TA supporting SEMH to be trained in "Mindfulness"	from EH4MH Behaviour logs Thrive trained practitioner see identified children with SEMH on a regular basis for support. Training for Mindfulness- for EF on four afternoons in the Autumn term with a small group of Class 1 children. EF to practice skills taught to another group of selected children between training sessions. Staff meeting notes Lesson observations Learning walks Pupil surveys	progress. Staff feel more confident and empowered to support children and their families in this area. The impact on pupil welfare is evident through positive feedback in pupil surveys and evidence of children using the 10 a Day programme for mental health well being	
4. Maths intervention Success@Arithmetic: Number sense to be embedded across Key stage 2.	LH EF NR		SEN budget	Autumn term 17 ongoing	NR and EF to deliver this intervention on 3 afternoons a week to identified children across KS2.	Identified children receive support to understand the number system and develop fluency with number facts.	Children make accelerated progress and begin to close the gap with their peers	
5. Vulnerable pupils are effectively supported and they make at least expected progress.	HH LC BF (Gov)	£15420	Pupil Premium / Service Premium funding School notional SEN budget	Dec 17, Apr 18, Jul 18	Pupil Premium / Service Premium is used judiciously to raise achievement.	Assessment data for vulnerable pupils.	Vulnerable children 'close the gap' with their peers. Pupils show an improved	

							emotional wellbeing enabling them to engage in learning, leading to improved outcomes for children and their families.	
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Senco/class teachers TA Set up appropriate interventions For SEND children both within class and out of class settings. Staff with Senco: Create effective Provision Maps for each class on Google Drive detailing all interventions. Map organised so that interventions are listed per child, which can be copied easily and shared with Parents. The maps are live and can be updated at any time by ALL staff. CT and TAs To meet weekly to review SEN pupil profiles. Senco/HT SEND Audit completed Senco: Ensure all staff (teachers and TAs) receive the training they need to cater for children with SEND Senco, staff, parents Planning meeting with Ed. Psychologist and outside agencies to support children with additional needs appropriately. Senco: Review SEND policy and update SEND register Update census data Senco: Submit census data Senco: To attend training on the new ICT holistic information portal -Right for Children . Senco Update information on Right for children portal where necessary. Success@Arithmetic: Number sense intervention to be embedded across KS2. Ongoing</p>	<p>SENCO/Class Teacher My plan/TAF review meetings Aut term new targets set. Senco: Apply for access arrangements for Y6 SEND pupils for SATs Senco: Monitor progress of pupils with SEND Senco: TAF meetings set up for newly identified high needs children. Senco: Ensure all staff (teachers and TAs) receive the training they need to cater for children SEND Senco: Liaise with SEND governor Updating on SEN issues and reviewing the SEN Action Plan. This will feed into governor's termly report. New Maths intervention initiated in KS2 to plug some gaps in understanding and progress. Senco, class teachers ,TAs: Complete and evaluate Provision Maps for the term with outcomes and exit strategies listed. CT and TAs To meet weekly to review SEN pupil profiles. Senco monitor meetings and profiles. .</p>	<p>Senco: TAF documents continue to be written and updated to register children with significant needs within the new SEN framework. Ongoing.... Staff with Senco New Provision maps set up for each class, detailing interventions for each child, identified as needing extra help over and above FQT. CT and TAs To meet weekly to review SEN pupil profiles. Senco: Initiate discussions re secondary school choices with all parents of identified Year 5 SEN children. Senco: Submit census data Senco: Ensure all staff (teachers and TAs) receive the training they need to cater for children with SEND Senco: To continue to liaise closely with outside professionals invited into school for expertise advice with SEN children. Senco: Update information on Right For Children where necessary.</p>	<p>Senco: Update SEND 'register' and monitored children Senco, class teacher,TAs Complete and evaluate Provision Maps for the term with outcomes and exit strategies listed. Child's information copied and shared with parents at parent consultations CT and TAs To meet weekly to review SEN pupil profiles. Senco monitor meetings and profiles Senco / Y6 teacher: Liaise with secondary school re: special transfer arrangements for those needing them e.g. extra visits/ visual timetables Senco: Ensure all staff (teachers and TAs) receive the training they need to cater for children with SEND Senco: Liaise with SEND governor Updating on SEN issues and reviewing the SEN Action Plan to feed into Governor's termly report. .</p>	<p>.Senco,class teachers, TAs New Provision maps set up for each class, detailing interventions for each child, identified as needing extra help over and above FQT. CT and TAs To meet weekly to review SEN pupil profiles. Senco / Class 3 teacher: Liaise with pre-school re: new pupils with SEND starting in September – arrange to meet parents etc. Senco; Invite secondary school to discuss SEN children transferring to their new setting. Invite parents and discuss targets together, arranging access visits. where necessary. Senco: Liaise with staff re pupil needs next term. Ensure training available for teachers receiving pupils with significant needs. Senco: To continue to liaise closely with outside professionals invited into school for expertise advice with SEN children. Senco: Update information on Right for Children where necessary. Senco: To audit all SEN resources and evaluate their impact on SEND children in school.</p>	<p>Senco: My Plan and TAF review meetings held new targets set. Senco, class teachers,TAs: Complete and evaluate Provision Maps for the term with outcomes and exit strategies listed. Child's information copied and shared with parents at parent consultations. CT and TAs To meet weekly to review SEN pupil profiles. Senco monitor meetings and profiles. Senco: update provision in light of end of year assessments. Senco: Update SEND 'register' and monitored children. Senco; Set up new intervention timetables for TA staff for next academic year. Senco: Ensure staff passes on SEND records internally and to secondary school. Senco: Consider special arrangements for SEND pupils moving class (e.g. extra visits). Senco: Carry out TA appraisal meetings. Senco: Liaise with SEND governor Updating on SEN issues and reflecting on the SEN Action Plan for the next academic year. SEN governor to write SEND Annual Report for the governors.</p>

