

SEND / VULNERABLE PUPILS

ACTION PLAN 20-21

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| Overall Target | |
| Lead person | Holly Hilliard |
| School values | Happiness, Respect, Creativity, Ambition |

| Action plan | Key person | Cost | Funded by | Timescale | Success criteria (key milestones for summative evaluation) | Evidence and Monitoring |
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| To continue to support the mental wellbeing of all pupils on their return to school. To ensure suitable tailored interventions are in place and having a positive impact. To complete setting up the nurture area so that it is being used effectively. | HH LC GW JT- SEN support team. | Training costs for Mindfulness sessions x 9 x1 hour. TA Time GRT training -whole staff -£300 | Pupil premium/Service premium funding Notional SEN budget £39165.04 | Boxhall profile piloted during Spring 2021. Evidence of the GRT in use in all classes by end of Spring 21 for selected children. Nurture area set up and in use by end of Aut 20. | Nurture area set up fully – resources, display, and timetable of usage. Key staff introduced to the Boxhall Profile and the Graduated Response Tool through staff meeting training. Pupils selected to be assessed throughout the year and staff supported in completing baseline assessments. Further wellbeing workshops organised for pupils. The Impact of mindfulness | The Boxhall Profile is being piloted with targeted pupils and outcomes assessed – ongoing. Staff have attended training and beginning to understand the key principles of the profile and the GRT. Some use of GRT evident in all classes. Nurture room is being used by pupils and staff. |

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| | | | | | <p>sessions assessed for staff and pupils.</p> | <p>Intervention timetable in place.</p> <p>Qualitative data suggests that interventions are having a positive impact on mental wellbeing.</p> |
| <p>The Graduated Response Tool to be put in place and used by all class teachers to support children with their individual additional needs.</p> | <p>HH GW</p> | <p>GRT training -whole staff -£300</p> <p>Staff meeting time</p> | <p>Pupil premium/Service premium funding</p> <p>Notional SEN budget £32,128</p> | <p>Evidence of the GRT in use in all classes by the end of Spr 21 for selected children.</p> | <p>Staff provided with training on the GRT – what is it, how does it work and how is it used?</p> <p>A plan put in place (in collaboration with class teachers) to support identified pupils.</p> <p>Monitor what strategies have been used to support pupils and assess the impact.</p> <p>Evaluate the effectiveness of the tool for future use.</p> <p>Set up training with Babcock for staff.</p> <p>Ensure Assess, Plan, Do Review cycle is clear to all staff.</p> | <p>Training attended by all staff.</p> <p>Staff are confident in how to use the tool in highlighting individual need.</p> <p>The GRT is being used effectively by staff and 100% of pupils feel well supported by the adults who work with them.</p> <p>More consistent records are being kept for pupils with additional needs and being passed to their next teacher in the Summer 2021.</p> <p>The GRT is being used in new referrals by the SENCO and used in the review process.</p> <p>Staff meeting time allocated to supporting</p> |

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| | | | | | | pupils with SEND. |
| To improve outcomes for SEND and PP pupils in Reading, Writing and Maths. | <p>HH AR DF GW LB LBr.</p> <p>TW (Governor for SEND)</p> | <p>Staff time TA costs</p> <p>Additional TA costs to support high needs pupil in Y4 with an EHCP.</p> <p>Tutor costs to help close the gap for identified children.</p> | <p>Pupil premium</p> <p>Notional SEN budget.</p> <p>Level 2 funding supporting High Needs child in Y4..</p> <p>Government funding for catch up following Lockdown.</p> | <p>Ongoing-outcomes and data checked every end of term to monitor progress</p> | <p>Class teachers are supported in setting up target pupils, and in planning and implementing interventions on provision maps.</p> <p>SEND meetings monitored in class teams.</p> <p>Senco works alongside Lauren Brewer to monitor the support given to identified pupils with top up funding and assess outcomes.</p> <p>Ideas and support are provided for staff who lead interventions.</p> <p>The impact of interventions are assessed and any barriers tackled where interventions are not taking place.</p> <p>Staff meetings on SEND are held regularly.</p> <p>Pupil surveys /observations of specific targeted pupils are carried out.</p> <p>Senco works closely with parents to ensure provision is supported at home.</p> <p>Senco meets with LC to</p> | <p>New School tracker system and data</p> <p>Class Provision maps</p> <p>Staff meeting minutes</p> <p>Class SEN folder-containing profiles on individual SEND and PP children and minutes of any team meetings.</p> <p>GRT evidence</p> <p>Pupil progress meeting notes</p> <p>Appraisal information</p> <p>Book scrutiny</p> <p>Observations</p> <p>Planning</p> <p>Learning Walks</p> <p>Continual Individual informal discussions and updates between the Senco and all staff members both verbally and electronically.</p> |

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| | | | | | <p>continue to effectively understand and use SEND and PP data via Target Tracker.</p> | <p>Staff, pupil and parent surveys.</p> <p>SEN termly report to the governors.</p> |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Senco/class teachers TA Set up appropriate interventions For SEND children both within class and out of class settings.</p> <p>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.</p> <p>CT and TAs To meet weekly to review SEN pupil profiles.</p> <p>Senco: Submit census data</p> <p>Senco: Ensure all staff (teachers and TAs) receive the training they need to cater for children with SEND, with particular focus on training in new systems.</p> <p>Hold regular planning meetings with outside agencies including the school Ed. Psychologist and Speech Therapist to support children with additional needs appropriately.</p> <p>Senco: Review SEND policy and update SEND register Update census data</p> | <p>SENCO/Class Teacher My plan/TAF review meetings Aut term new targets set.</p> <p>Senco: Apply for access arrangements for Y6 SEND pupils for SATs</p> <p>Senco: Monitor progress of pupils with SEND</p> <p>Senco: TAC meetings set up for newly identified high needs children.</p> <p>Senco: Ensure all staff (teachers and TAs) receive the training they need to cater for children SEND</p> <p>Senco: Liaise with SEND governor Updating on SEN issues and reviewing the SEN Action Plan. To feed into the governor's termly report.</p> | <p>Senco: MY plan documents continue to be written and reviewed. Ongoing...</p> <p>Staff/ Senco New Provision maps set up for each class, detailing interventions for each child, identified as needing extra help over and above FQT.</p> <p>CT and TAs To meet weekly to review SEN pupil profiles.</p> <p>Senco: Initiate discussions re secondary school choices with all parents of identified Year 5 SEN children.</p> <p>Senco: Submit census data</p> <p>Senco: Ensure all staff (teachers and TAs) receive the training they need to cater for children with SEND.</p> | <p>Senco: Update SEND 'register' and monitored children</p> <p>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</p> <p>CT and TAs To meet weekly to review SEN pupil profiles. Senco monitor meetings and profiles</p> <p>Senco / Y6 teacher: Liaise with secondary school re: special transfer arrangements for those needing them e.g. extra visits/ visual timetables</p> <p>Senco: Ensure all staff (teachers and TAs) receive the training they need to cater for children with SEND</p> <p>Senco:</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.</p> <p>CT and TAs To meet weekly to review SEN pupil profiles.</p> <p>Senco / Class 3 teacher: Liaise with pre-school re: new pupils with SEND starting in September – arrange to meet parents etc.</p> <p>Senco; Invite secondary school to discuss SEN children transferring to their new setting. Invite parents and discuss targets together, arranging access visits. where necessary.</p> <p>Senco: Liaise with staff re pupil needs next term. Ensure training available for teachers receiving pupils with significant needs.</p> <p>Senco: To continue to liaise closely with outside professionals invited into school for expertise</p> | <p>Senco/CT My Plan and TAF review meetings held new targets set.</p> <p>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.</p> <p>CT and TAs To meet weekly to review SEN pupil profiles. Senco monitor meetings and profiles.</p> <p>Senco: update provision for next year in light of end of year assessments.</p> <p>Senco: Update SEND 'register' and monitored children.</p> <p>Senco; Carry out Appraisals for TA support staff.</p> |

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| <p>Update the SIR and School Offer Review MH strategy for website.</p> <p>Senco: Submit census data</p> <p>Senco Update information on Right for Children portal where necessary.</p> <p>Senco: Submit SEND report to the Governors for previous summer term.</p> | <p>Senco, class teachers ,TAs: Complete and evaluate Provision Maps for the term with outcomes and exit strategies listed.</p> <p>CT and TAs To meet weekly to review SEN pupil profiles. Senco monitor meetings and profiles.</p> <p>.</p> | <p>Senco: To continue to liaise closely with outside professionals invited into school for expertise advice with SEN children.</p> <p>Senco: Update information on Right For Children where necessary.</p> <p>Senco: Submit SEND report to the Governors for the previous term.</p> | <p>Liaise with SEND governor Updating on SEN issues and reviewing the SEN Action Plan to feed into Governor's termly report.</p> | <p>advice with SEN children.</p> <p>Senco: Update information on Right for Children where necessary.</p> <p>Senco: To audit all SEN resources and evaluate their impact on SEND children in school.</p> <p>Senco: Submit SEND report to the Governors for the previous term.</p> | <p>Set up new intervention timetables for TA staff for next academic year.</p> <p>Senco: Ensure staff pass on SEND records to the next teacher internally and to secondary school.</p> <p>Senco: Consider special arrangements for SEND pupils moving class (e.g. extra visits).</p> <p>Senco: Carry out TA appraisal meetings.</p> <p>Senco: Liaise with SEND governor Updating on SEN issues and reflecting on the SEND Action Plan for the next academic year. SEN governor to write SEND Annual Report for the governors.</p> |
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