

ACTION PLAN FOR SEND / VULNERABLE PUPILS
2021-2022

Overall Target	1. To improve outcomes for SEND and disadvantaged pupils, with > 75% to make at least expected progress in Reading, Writing and Maths 2. To support the mental wellbeing of all pupils and their families, recognising the long term impact of Covid 3. To prioritise Speech, Language and Communication Needs (SLCN) support within our whole school oracy focus
Lead person	Gill Watts - SENCO
School values	Happiness, Reflection, Perseverance, Ambition, Creativity

Action plan	Key person	Cost	Funded by	Timescale	Success criteria (key milestones for summative evaluation)	Evidence and Monitoring	Target Outcomes
To improve outcomes for SEND and disadvantaged pupils >75% to make expected progress in Reading, Writing and Maths (SIP priority)	All teaching staff GW LC TW (Governor for SEND)	Staff time TA costs Additional TA costs to support high needs pupil in Y5 with an EHCP. £7500 - Tutoring costs to help close the gap for identified children. £1000 -	Pupil Premium funding Notional SEN budget. Level 2 funding supporting High Needs child in Y5 Government 'catch up' funding	Ongoing-outcomes and data checked every half term to monitor progress Dec '21	Effective use of DGRT within the Assess, Plan, Do, Review cycle to identify and meet pupils changing needs, inc for new EYFS pupils Monthly meetings scheduled (SENCO and class teams) to plan and review interventions on provision maps. Weekly SEND meetings in class teams SENCO to attend all termly pupil progress meetings with HT and class teachers Appraisal and targeted CPD for TAs by SENCO to maximise impact for pupils with SEND, inc LBr to cascade High 5 fine motor training to all support staff	Evidence in Class SEN folders -pupil profiles -DGRT -provision maps -meeting minutes - new referrals by SENCO Records consistently being reviewed and shared with new class teachers, Summer 22 Tutoring records track intervention support received and reviews impact / progress	For at least 75% of pupils with SEND, and disadvantaged pupils, to make at least 6 points progress across the year in Reading, Writing and Maths For pupils with SEND to have the core skills they need in Reading, Writing and Maths to access the wider curriculum more fully For targeted interventions to be tailored to individual pupils' needs in order to facilitate this

		Sally Anne Taylor (SALT) employed across Trust		<p>Termly</p> <p>Ongoing</p> <p>Termly</p> <p>Autumn 2021 Implement Spring 2022</p> <p>November 2021</p>	<p>Targeted interventions and support in classes</p> <p>Weekly tutoring sessions in place for identified pupils on half termly rotational basis (delivered by SENCO as early skills specialist) Autumn 1- Y1 and Y2</p> <p>SEND staff meetings</p> <p>Pupil and parent voice sought through TAF meetings, questionnaires and conversations to tailor provision effectively</p> <p>Engagement with external professionals (EP, SALT, CIDs, etc) for children presenting high needs.</p> <p>Employment of Sally-Anne Taylor (independent SALT) across Trust to assess and support pupils with SLCN across whole school (linking to whole school Oracy focus)</p> <p>Training of 2 class teachers (LB and GW) in NELI (Nuffield Early Language Intervention) during Autumn 2021, and implementation from Spring 2022 to support pupils working below ARE in CLL alongside current practice of Language Link assessment</p> <p>A Roper attending 'Improving Reading Fluency' KS2 training to deliver intervention programme to LA/SEN pupils in reading.</p>	<p>All meetings with staff and parents minuted and saved on Drive, SEND Meetings</p> <p>Appraisal documents, meeting minutes and CPD log</p>	<p>progress.</p> <p>For staff, pupils and parents to be fully involved in reviewing what is working effectively, and what needs to be improved to achieve the best possible outcomes for all pupils with SEND</p> <p>For staff in Class 3 to be highly skilled in supporting Early Language development , and addressing potential barriers to learning in EYFS/Y!.</p>
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To continue to support the mental well being of all pupils on their return to school.	GW	TA Time	Pupil Premium/ Service Premium funding	Dec 2021	Nurture area set up fully – resources, display, timetable of usage.	Nurture Area usage	All children and staff feel their mental well being is appropriately supported in school..
	All staff		Notional SEN budget	Evidence of the DGRT in use in all classes Dec 21, then ongoing	Continue to embed the use of Devon GRT as part of Assess, Plan, Do, Review cycle to identify and support pupils with SEMH needs	Monitoring of SEN files, intervention logs, class provision maps etc show identified pupils with SEMH and support/interventions in place	Children with recognised SEMH difficulties are monitored and supported appropriately.
	JT		Sports Premium funding		Staff meeting to revisit and provide support for all staff in use of DGRT	Staff meeting minutes	
	MW			May 2022	Support for families struggling with MH through Early Help and the use of R4C system	R4Ch system	Families with MH difficulties are well supported through regular contact with CTs and SENCO, and wider agencies as needed
				Ongoing	Wellbeing workshops organised for identified pupils with Helen Wilson - Open Minds	Wellbeing workshops for identified pupils	
				Termly	Staff and pupils to take part in MH Awareness Week, May 2022	Pupil questionnaires	
					Continued use of Sports Premium funding to provide Forest School sessions for all pupils across school		
					Staff / SENCO to schedule fortnightly conversations / phone calls to check in with vulnerable / SEND families		

Monitoring Calendar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><u>SENCO/class teachers TA</u></p> <p>Set up appropriate interventions For SEND children both within class and out of class settings.</p> <p><u>Staff with SENCO:</u></p> <p>Create effective Provision Maps for each class on Google Drive detailing all interventions.</p> <p>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><u>CT and TAs</u></p> <p>To meet weekly to review SEN pupil profiles.</p> <p>SENCO:</p> <p>Submit census data</p> <p>SENCO:</p> <p>Ensure all staff (teachers and TAs) receive the</p>	<p><u>SENCO/Class Teacher</u></p> <p>My plan/TAF review meetings Aut term new targets set.</p> <p><u>SENCO:</u></p> <p>Apply for access arrangements for Y6 SEND pupils for SATs</p> <p><u>SENCO:</u></p> <p>Monitor progress of pupils with SEND</p> <p><u>SENCO:</u></p> <p>TAC meetings set up for newly identified high needs children.</p> <p>SENCO:</p> <p>Ensure all staff (teachers and TAs) receive the training they need to cater for children SEND</p> <p>SENCO:</p>	<p><u>SENCO:</u></p> <p>My Plan documents continue to be written and reviewed. Ongoing....</p> <p><u>Staff/ SENCO</u></p> <p>New Provision maps set up for each class, detailing interventions for each child, identified as needing extra help over and above FQT.</p> <p><u>CT and TAs</u></p> <p>To meet weekly to review SEN pupil profiles.</p> <p>SENCO:</p> <p>Initiate discussions re secondary school choices with all parents of identified Year 5 SEN children.</p> <p>SENCO:</p> <p>Submit census data</p>	<p><u>SENCO:</u></p> <p>Update SEND 'register' and monitored children</p> <p><u>SENCO, class teacher,TAs</u></p> <p>Complete and evaluate Provision Maps for the term with outcomes and exit strategies listed.</p> <p>Child's information copied and shared with parents at parent consultations</p> <p><u>CT and TAs</u></p> <p>To meet weekly to review SEN pupil profiles.</p> <p>SENCO monitor meetings and profiles</p> <p>SENCO / Y6 teacher:</p> <p>Liaise with secondary school re: special transfer arrangements for those needing them e.g. extra visits/ visual timetables</p> <p>SENCO:</p>	<p><u>SENCO, class teachers, TAs</u></p> <p>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</p> <p>To meet weekly to review SEN pupil profiles.</p> <p><u>SENCO / Class 3 teacher:</u></p> <p>Liaise with pre-school re: new pupils with SEND starting in September – arrange to meet parents etc.</p> <p>SENCO;</p> <p>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:</p>	<p><u>SENCO/CT</u></p> <p>My Plan and TAF review meetings held new targets set.</p> <p><u>SENCO, class teachers,TAs:</u></p> <p>Complete and evaluate Provision Maps for the term with outcomes and exit strategies listed.</p> <p>Child's information copied and shared with parents at parent consultations.</p> <p><u>CT and TAs</u></p> <p>To meet weekly to review SEN pupil profiles.</p> <p>SENCO monitor meetings and profiles.</p> <p>SENCO: update provision for next year in light of end of year assessments.</p> <p>SENCO:</p> <p>Update SEND 'register' and monitored children.</p>
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<p>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:</p> <p>Review SEND policy and update SEND register</p> <p>Update census data</p> <p>Update the SIR and School Offer</p> <p>Review MH strategy for website.</p> <p>SENCO:</p> <p>Submit census data</p>	<p>Liaise with SEND governor Updating on SEN issues and reviewing the SEN Action Plan. This will feed into the governor's termly report.</p> <p>SENCO, class teachers ,TAs:</p> <p>Complete and evaluate Provision Maps for the term with outcomes and exit strategies listed.</p> <p>CT and TAs</p> <p>To meet weekly to review SEN pupil profiles.</p> <p>SENCO monitor meetings and profiles.</p> <p>.</p>	<p>SENCO:</p> <p>Ensure all staff (teachers and TAs) receive the training they need to cater for children with SEND.</p> <p>SENCO:</p> <p>To continue to liaise closely with outside professionals invited into school for expertise advice with SEN children.</p> <p>SENCO:</p> <p>Update information on Right For Children where necessary.</p> <p>SENCO:</p> <p>Submit SEND report to the Governors for the previous term.</p>	<p>Ensure all staff (teachers and TAs) receive the training they need to cater for children with SEND</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>Liaise with staff re pupil needs next term.</p> <p>Ensure training available for teachers receiving pupils with significant needs.</p> <p>SENCO:</p> <p>To continue to liaise closely with outside professionals invited into school for expertise advice with SEN children.</p> <p>SENCO:</p> <p>Update information on Right for Children where necessary.</p> <p>SENCO:</p> <p>To audit all SEN resources and evaluate their impact on SEND children in school.</p> <p>SENCO:</p>	<p>SENCO;</p> <p>Carry out Appraisals for TA support staff.</p> <p>Set up new intervention timetables for TA staff for next academic year.</p> <p>SENCO:</p> <p>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:</p> <p>Organise Transition meetings for parents and SENCO support staff in the Secondary School.</p> <p>Organise enhanced transitions where needed</p> <p>SENCO:</p>
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<p>SENCO</p> <p>Update information on Right for Children portal where necessary.</p> <p>SENCO:</p> <p>Submit SEND report to the Governors for previous summer term if not completed before.</p>				<p>Submit SEND report to the Governors for the previous term.</p>	<p>Carry out TA appraisal meetings.</p> <p>SENCO:</p> <p>Liaise with SEND governor Updating on SEN issues and reflecting on the SEND Action Plan for the next academic year.</p> <p>SEN governor to write SEND Annual Report for the governors.</p> <p>SENCO to write the summer report to the Governors if data available</p>
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