



SEND Action Plan 2023-2024

Vision: For all parts of the school community to work together to ensure that children with SEND achieve the best possible outcomes, and experience the joy of learning, through effective, consistent support and care.

Research to support this vision:

"Having a sharp, well-defined repertoire of approaches will help ensure high expectations for all are maintained, next steps are well-informed and pupils with SEND thrive" Kirsten Mould, EEF, 2020

What?	Why?	How?	Cost	When?	What will success look like?
To further develop and embed individual, one page profiles for all children with SEND	-raise awareness of individuals and their needs, strengths and barriers -more focused support -include the voice of the child -CoP P105 <u>6.73 Schools should particularly record details of additional or different provision made under SEN support.</u>	-dates allocated for OPP meetings -SENCO support where appropriate eg for setting smart targets and evaluating provision -cycle set up on yearly dates overview and reminders sent -profiles sent with SEND file to next class -OPPs discussed as part of AET training summer 2023 -monitor OPPs to ensure a consistent approach	No cost Time element-staff meeting time devoted?	-to continue in October WB 16.10.23 5.2.24 17.6.24	All children with identified SEND will have their own One Page Profiles, updated three times per year, with targets evaluated by the team around that child (staff, parents, outside agencies where relevant)
To re-evaluate the SEN register, ensuring that it reflects the profile of the school	-current SEND data does not seem to reflect the profile of the school; currently 14.72% SEN which is lower than the national figure of 17.3%, and 3.55% EHCP which is lower than the national figure of 4.3%	-internal referrals for individual children -observations in class and conversations with staff and child -children with provision/who need provision which is "different from or additional to" placed on SEN register and parents informed	No cost	From January 2024	All children with SEND will be placed on the SEN register, giving them a raised profile in their class and throughout the school. Appropriate targets will be set as part of the One Page Profile process.



		-all children on SEN register to be part of the OPP process			
To support staff to become more effective in teaching and supporting autistic children	- <u>'lack of autism knowledge in education staff can negatively impact on the school experiences of autistic children and their opportunities to succeed'</u> (AET, 2019)	-develop a cycle of CPD, beginning with autism-devoted time at staff meetings to disseminate key messages -allocate time to observe and support in class -continue Autism Advocate training (AET)	£200 for autism outreach training and supply cost	-Cycle 1 of AET training completed and rolled out to staff June 2023 -"mop up" session date TBC -cycle 2 training planned 12.10.23. Date to roll out to staff TBC	Staff feel confident and empowered to teach and support children with autism
To develop more effective and strategic group provision and evidence on provision maps	-current provision is on a 1:1 basis for some children; provision could be more effective and targeted - <u>research on TAs delivering targeted interventions in one to one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training (EEF, 2021).</u>	-analyse current provision to see where needs can be met effectively through group support -use TAs more strategically to support groups of children (Rainbow Room) according to similarities in need -develop Rainbow room further to offer some continuous provision -train TAs where appropriate to carry out group interventions -visits to local integrated resources		Summer Term and into 2024	Children with similar needs supported in groups out of class where appropriate, with effective interventions according to plans and advice from outside agencies. TAs feel equipped to carry out interventions and evaluate the impact.
To ensure staff feel equipped to meet the needs of the	-different needs in classes calls for more bespoke provision according to the cohort	-signpost staff to free CPD and resources, and to whole school provision map	No financial cost Time cost to carry out CPD	Ongoing throughout the year	Classroom staff feel equipped to meet the needs of the children in their classes through QFT and SEN support.



children in their class	<u>-teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. SEND Code of Practice, p.99</u>				
To ensure that children with SEND, particularly those with autism and sensory needs are supported well in appropriate environments	<u>-The environment has to be flexible: it must undergo frequent modification by the children and the teachers to remain up-to-date and responsive to their needs to be protagonists in constructing their knowledge</u> <i>The Hundred Languages of Children: The Reggio Emilia Experience in Transformation</i>	-carry out sensory audits in each class and ensure quality first teaching strategies are in place according to the whole school provision map	No cost	From January 2024	Classroom environments will meet the needs of all learners. Teachers will feel confident in delivering quality first teaching.