|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SEND Subject Development Planning 2023 – 2024** | | | | |
| **Action Point** | **Action** | **Outcome/success criteria** | **Monitoring** | **Evaluation narrative** |
| **Action A:** | All statutory elements of SEND Code of Practice will be in place and effective in improving outcomes for children on SEND register.  Communication with all staff regarding SEND processes and information are clear, with staff knowing their responsibilities towards meeting the needs of all pupils with SEND.  All staff know and are rigorously implement school aims for all children with SEND: **Happy; Included; NARE or making accelerated progress**  Statutory SEND reviews (including EHC reviews) termly in weeks of: 04/12/23; 25/03/24 and 08/07/24 | Termly IEP reviews and annual EHC reviews with parents of pupils on SEND register: SENCO, pupil, teacher, and support staff ensure consistency and progress  All statutory documents on website including SEND Information report / policy and are accessible to all parents | Termly Primary Executive Lead visit checks site for compliance; Termly SHIP visit from partner head teachers always tests school aims for children on SEND Register | AUTUMN – SHIP  SPRING – SHIP  SUMMER – PEL  Governor Link week 20/05/24 |
| **Action B:** | Named adult lead for each child on SEND register.  Each child has a single folder with all key information and curriculum adaptations led by named adult and shared regularly with all staff which informs discussion in each Staff Meeting where new IEP targets and barriers are shared with all staff.  All children working at Pre-Key Stage levels have precise and targeted support including RWINC and B-Squared. | Information is shared, barriers to learning are removed and all children on SEND register are Happy; Included; NARE or making accelerated progress | The SEND register is reviewed half-termly with SMT; meetings with all staff to discuss levels of need and necessary interventions | As above |
| **Action C:** | Interventions are timely, monitored and effective as part of APDR cycle. | TIS; Play therapy; SALT; RDA etc impact on aims for SEND: | Weekly review of SEND interventions by SMT |  |
| **Action D:** | Monitoring SEND (including use of termly SHIP partner visits and termly Primary Executive Lead visits) includes rigorous deep dives into SEND provision in all areas of the curriculum – see also Curriculum Monitoring timetable above | Our curriculum meets the needs of children with SEND and appropriate adaptations are made successfully | Termly SHIP, PEL visits; Monitoring timetable |  |
| **Action E:** | Staff receive appropriate training including Inclusive Dyslexia Friendly Schools, Provision Map, Speech and Language Therapy and others as the arise | All staff are effective and confident in their delivery of SEND interventions. | PM Process; weekly drop-ins to all interventions |  |
| **Action F:** | The last slide on each PPT has clear instructions or success criteria and remains on screen. Each curriculum area has 6 words per term which are known and used by ALL children | Children with SEND know more, do more and remember more. | PM Process; daily drop-ins to all classes |  |
| **Long Term Planning ~ 3 Year Overview** | | | | |
| All children on the register are: happy, included, NARE or making accelerated progress; have curriculum interventions and support that meets their needs; are learning more, doing more and remembering more than has previously been the case. | | | | |