

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SEND ACTION PLAN 2021-2022

	Aims	Strategies	Success Criteria
1	Ensure that SEND policies and procedures are made available to all stakeholders.	<p>Review and publish SEND policy and Local Offer.</p> <p>Review and publish SEND Graduated Response.</p> <p>Review and publish SEND Report.</p>	All stakeholders are aware of the school's policies and that they know how to access the correct support for their child.
2	Ensure that the views of the parents of children with SEND are heard and concerns acted upon in a timely manner.	Annual Parent Questionnaire sent to parents and carers to gain their views on the quality of teaching and learning as well as the impact and progress of children with SEND.	Parents/carers are positive about the school's ability to respond to SEND and that they feel the school ensures that SEND children make good progress.
3	Support for children with EHCPs is effective.	<p>All eight EHCPs are reviewed and assessments are completed by all professionals. Parent views and those of the children are sought. Funding is spent effectively.</p> <p>Review staffing to ensure correct provision and support for children with EHCPs.</p> <p>Review resources and audit CPD needs for staff.</p> <p>During the current pandemic and resulting lockdowns, ensure that children with EHCPs attend school as part of our Key Worker and Vulnerable children.</p>	<p>Annual reviews are completed and all stakeholders can support children with EHCPs effectively.</p> <p>Children with EHCPs are effectively supported either in school or remotely during COVID-19.</p>

4	Ensure that children who require further support but do not have an EHCP are identified.	Review and set targets for children with Single Support Plans. Share targets with parents. Liaise with outside agencies (OT, EP, S&L) to assess and share recommendations.	Children with SSPs are effectively supported through high-quality interventions.
5	Ensure that the school's workforce are confident in meeting the needs of SEND children.	Ensure that appropriate CPD is available. Sharing of best practice across schools within the MAT.	
6	Ensure that SEND children make at least good progress.	Appropriate assessments by both school and outside agencies support the strengths and identify next steps. YARC, NFER, Nessy, OT, S&L, EP, Thrive	SEND children make at least good progress.
7	Identified SEND children to work alongside teachers on a 1:1 basis as part of the school's COVID Catch-up programme.	Catch-up staff to work with class teachers in identifying those children who require additional support. Children to work on a six-week programme of focused work on a range of needs from phonics to reading, through to times tables, handwriting, writing etc.	SEND children catch-up with missed learning.