

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SEND ACTION PLAN 2023 - 2024

| | Aims | Strategies | Success Criteria |
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| 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. | <p>At least one parent/guardian attends their child's AR meeting and provide written and verbal input.</p> <p>All SSPs are reviewed 3x through the year with staff and parental input.</p> |
| 3 | Support for children with EHCPs is effective. | <p>All seven 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> | All seven EHCPs are implemented and reviewed effectively. |
| 4 | Ensure that children who require further support but do not have an EHCP are identified. | <p>Review and set targets for children with Single Support Plans (SSPs) through discussion with child, TA, Class Teacher, parents and Senco.</p> <p>Liaise with outside agencies (OT, EP, S&L, SASS) to assess and share recommendations.</p> | <p>All SSPs are reviewed successfully: 3x through the year.</p> <p>The SEND register is correct and revised 3x a year.</p> |

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| | | | <p>A 'Watch Register' is maintained for children who don't meet the threshold for SSPintervention.</p> <p>External agencies are utilised and their recommendations included in SSPs.</p> |
| 5 | <p>Ensure that the school's workforce are confident in meeting the needs of SEND children.</p> | <p>Ensure that appropriate CPD is available.</p> <p>Sharing of best practice across the school.</p> <p>Sharing of best practice across schools within the MAT.</p> <p>Peer reviews and opportunities to discuss good practice.</p> <p>Enhanced CP training for relevant staff.</p> | <p>TA specific training</p> <p>SENCo forum/MAT meetings</p> <p>Communication/sharing of best practice is developed, particularly between those TAs supporting children with similar needs.</p> |
| 6 | <p>Ensure that SEND children make at least good progress and have a positive learning experience.</p> | <p>Appropriate assessments by both school and outside agencies support the strengths and identify next steps.</p> <p>YARC, NFER, Nessy, OT, S&L, EP, Thrive thresholds.</p> <p>Involvement in SSP/EHCP plans and reviews.</p> <p>Children with SEND complete questionnaires appropriately.</p> | <p>Assessment results show appropriate progress for children with SEND.</p> <p>Children's responses to questionnaires/surveys are positive.</p> |