

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SEND ACTION PLAN 2024 - 2025

	Aims	Strategies	Success Criteria
1	Ensure that SEND policies and procedures are made available to all stakeholders.	Review and publish SEND policy and Local Offer.	All stakeholders are aware of the school's policies and that they know how to access the correct support for their child.
		Review and publish SEND Graduated Response.	
		Review and publish SEND Report.	
2	Ensure that the views of the parents of and children with SEND are heard and concerns acted upon in a timely manner.	Annual Parent and SEND 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.	At least one parent/guardian attends their child's AR meeting and provide written and verbal input. All SSPs are reviewed 3x through the year with staff and parental input.
3	Support for children with EHCPs is effective.	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. Review staffing to ensure correct provision and support for children with EHCPs. Early identification and EHC Needs Assessments completed and sent to the Local Authority. Review resources and audit CPD needs for staff.	EHCPs are implemented and reviewed effectively.
4	Ensure that children who require further support but do not have an EHCP are	Review and set targets for children with Single Support Plans (SSPs) through discussion with child, TA, Class Teacher, parents and SENCo 3x per year. Liaise with outside agencies (OT, EP, S&L, SASS) to assess and	All SSPs are reviewed successfully: 3x through the year. The SEND register is correct and revised 3x a year.

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