

SEND Strategy Plan June 2019

Number of SEND Pupils = 42

Number on roll =

EHCPs = 5

Total SEND Budget –

Areas of need – June 2019

<u>Learning & Cognition</u>		<u>Communication & Interaction</u>		<u>Physical</u>		<u>Social & Emotional & Mental Health</u>	
<u>No.of pupils</u>	<u>EHCPs</u>	<u>No .of pupils</u>	<u>EHCPs</u>	<u>No .of pupils</u>	<u>EHCPs</u>	<u>No.of Pupils</u>	<u>EHCPs</u>
<u>25</u>	<u>3</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>9</u>	<u>2</u>

Internal Barriers

SEND needs not being identified early enough in school
Not all staff are differentiating activities and providing appropriate equipment for SEND pupils to access curriculum so lack of QFT
Not all staff are following graduated response
No clear review process
No clear tracking of progress to inform interventions
Support is not always being accessed from external services and then recommendations are not being followed
Some staff need upskilling

External Barriers

Parents not understanding the needs of the children and focusing on behaviour not underlying reasons
Parents not able to provide additional support for learning due to their needs

Desired Outcomes

Focus	Strategies	Rationale	Monitoring	Outcomes –	Impact
To develop assessment processes of SEND pupils throughout school in order to monitor progress and set appropriate targets	Use of pre key stage statements from KS 1 for those working below Y2 Outcomes (scaled scores) from assessments (PIRA PUMA GAPs) to be recorded and tracked to show progress and identify the needs of the child.	Progress is not being shown Recording small steps will show this and Support for setting targets Appropriate use of assessment will support the development of appropriate interventions	Use of assessments will allow clear planning and ensure progress Use of assessments will lead to correct interventions for correct pupils		
To use graduated response documents	Class teachers to be responsible for completing these for each child and to use these to inform support they provide	These will guide teachers to support children with needs in their class and so help to upskill them These will also help with informing targets during review process	SENDCo to check SEND files		
To ensure implementation of Non – negotiables s throughout school to ensure consistency and promotion of independence	Monitoring – drop ins, Pupil voice Increased differentiation	Consistency needs addressing Expectations are not high enough in several classes	Drop ins , SEND files Book scrutiny		
To develop teachers skills in identifying SEND needs early so that correct support is put in place	Staff skills audit SLE to provide appropriate training at staff meetings and INSET	Early intervention shows that needs can be met and the gap narrowed Pupils were taken off	Identified pupils monitored		

		SEND register last year as gap had narrowed due to earlier intervention Use of graduated response allows intervention and support to be tracked more easily			
To implement regular reviews	Reviews to be termly for each child to ensure that progress is being made and support is appropriate Every child to have an updated monitoring plan with clear targets This will include parent and pupil voice	The Code of Practice stresses the importance of the assess, do, review cycle. Code of Practice also states that parent and pupil voice must be recorded.			