

SEND Action Plan 2018 - 2019

Subject Lead – Michele Jones

Outcomes	Action	Resources	Evidence	Timescale
All staff will have a good understanding of how to use the Sheffield Support Grids to help support their practice.	<ul style="list-style-type: none"> • 1:1 work between SENCO and each class teacher on completing the grids for the children in their class. • Teachers to complete them in Summer term. • Copy to be kept in the SEND file in the classroom for teachers to refer to. 	Free training.	Michele Jones delivered the whole school training on 1:1 basis with each class teacher. Awaiting Summer round of grid submissions.	By Autumn 2019.
All classrooms will have visual timetables .	<ul style="list-style-type: none"> • Drop-ins by all members of SLT. • Identify rooms where visual timetables not present. • No white backgrounds on PowerPoints or flipcharts. • Overlays or coloured books to be used by identified children. 	Coloured overlays. Communicate in Print timetables. Coloured books.	Drop-ins by LH, DS and MJ will identify classrooms with visual timetables. MJ to identify best practice of Dyslexia-friendly classrooms. All classrooms have visual timetables in place. Coloured overlays mostly being used. Reminders given where necessary.	Autumn 2018
All vulnerable children and those identified with SEND will continue to make expected progress or accelerated progress.	<ul style="list-style-type: none"> • Assessments and Pupil progress meetings every half term. • The progress of children with complex SEND will be judged by the change in percentages on classroom monitor as their progress might be slower. • Class teacher responsible for the learning of all children in their class. • Interventions to target children who are not making expected progress. • Termly SEND review meetings with SENCO, 	Time for Pupil Progress meetings and also for SEND reviews. Targeted interventions.	All children will make at least expected progress. Pupil progress meetings will show identified children who are not making progress and the actions planned to accelerate progress. Classroom monitor will show progress. Autumn 2019 – Satisfactory progress for all children. Spring 2019- Child in year 4 identified as making slow progress- class teacher advised that she must have a reading intervention every morning.	Continuous but evidenced in end of year data in July 2019.

	<p>class teacher and parents to agree outcomes and action to be taken to support learning.</p> <ul style="list-style-type: none"> Quality first teaching with targeted support for SEND allowing them to access all areas of the curriculum. 			
<p>All interventions will result in good or accelerated progress for children with SEND</p>	<ul style="list-style-type: none"> MJ to look at needs of children within school and identify the interventions that are most needed. Training to be given for interventions that TAs are unsure of. TAs to be given LEAP, NIP and VIP training due to TA leaving who has that training. Phonics training for all staff already given. 	<p>Speech and Language training for TAs.</p>	<p>Lego therapy training was given to JH so that she can deliver the intervention. Long term sickness has meant that some interventions have not happened. Where they are happening, progress is seen to be good.</p> <p>Action for Summer term; SLT to advertise for a further teaching assistant to increase the capacity to ensure that interventions happen.</p> <p>Speech and language training needs to be arranged for more TAs as previously trained staff have left or are on long term sick.</p>	<p>Effectiveness of interventions to be monitored every half term. End of year data will show progress. July 2019.</p>