

SENCO action plan – Grange Primary School

Focus	Effective Working with teaching staff: Guidance and Continuing Professional Development			
Outcome(s) (including links to the school improvement plan)	Positive and supportive learning environment for all pupils Access to high quality teaching for all pupils Educators are confident in supporting pupils with SEND and leading specific provisions			
Actions	Person(s) responsible	Timescales	Success criteria	Impact Next steps Comments
<ul style="list-style-type: none"> • Ensure teachers take responsibility for all children (including with SEND) that they teach. • Share resources and strategies with staff on Neurodiversity and all four areas of need on Grange Professional Learning 	SENDCo Phase Leaders	Ongoing	<ul style="list-style-type: none"> • All teaching staff know who the PP / children with SEND and their needs • Differentiation / adaptation / personalisation / Learning Plan targets embedded in all lessons. • Good modelling / scaffolding / effective instruction / use of clear targeted language is present in every lesson. • All staff are better equipped to provide wave 1 support to children in their class. • Support strategies / equipment are employed to help children become more independent in their learning. 	
	SENDCo	Ongoing		

<ul style="list-style-type: none"> • Termly CPD for staff on all four areas of need, what they look like and how to support pupils with specific SEND. • To continue to develop staff understanding of a clear Graduated Response to SEN/D need 	<p>SENDCo</p> <p>SENDCo</p>	<p>Termly</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • All teaching staff will attend relevant research based CPD at least termly. • Staff are aware how to identify children they are concerned about. • Staff understand what wave 1 / QFT strategies are appropriate to support children with additional needs. • Staff have a better understanding that behaviour is an expression of unmet need and are better able to identify area of need for children. 	
<ul style="list-style-type: none"> • Workstations and Safe Space available in every class • Seating plans with clear rationale: placing of pupils with SEND to maximise learning and engagement (e.g. to hear instructions, see visual stimuli, get 1-2-1 support / use of IT) 	<p>SENDCo</p> <p>Teachers Phase Leaders</p>	<p>Term 1</p> <p>Term 1</p>	<ul style="list-style-type: none"> • Children use workstations & Safe Space • Effective use of the classroom space and purposeful seating arrangements • 'Empty walls' available to reduce sensory overload • Pupil / parent voice showing developed positive provision for SEND students. 	
<ul style="list-style-type: none"> • Specific training for educators that work with pupils with ASD 	<p>SENDCo</p> <p>ASD advisory Team, SALT team OT</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Completed in-house / external training • Increased confidence of educators • Educators use the resources and strategies from training • Educators are able to feedback information and contribute to the reviews of LPs / provisions. • Educators know the outcomes for the children they are working with. 	
<ul style="list-style-type: none"> • Regular formal and informal drop-ins to measure progress and impact of adult support in classrooms 	<p>SENDCo</p> <p>Inclusion Team, SLT</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Children with SEND make good progress against their LP targets • Educators are clear on what constitutes good support. • Good practice is consistently visible • Educators are well deployed within the classrooms and interventions are running to support children's learning. 	

Focus	Identifying and understanding areas of Need - Graduated Approach – ASD friendly Provisions			
Outcome(s) (including links to the school improvement plan)	Provision Map is used consistently and effectively Pupils with SEND are identified early Targeted provisions are matched to needs and carried out as planned External professionals are involved early			
Actions	Person(s) responsible	Timescales	Success criteria	Impact Next steps Comments
<ul style="list-style-type: none"> • CPD on using Provision Map effectively • Share all external reports / assessments on Provision Map • Update Provision Map 	SENDCo SENDCo Inclusion Team	Autumn 1 Ongoing Ongoing	<ul style="list-style-type: none"> • Provision Map is regularly updated and widely used for planning / target setting / monitoring / reviewing progress for children with SEND 	
<ul style="list-style-type: none"> • Termly specific pupil progress meetings for pupils with SEND with focus on accurate assessment data 	SENDCo Teachers Phase Leaders	Ongoing	<ul style="list-style-type: none"> • Teachers' plans and actions for SEND are consistently well targeted. • LPs and other targets are precise and have clear milestones set against achievable but challenging targets. • Vulnerable pupils make consistent progress • Children, who may go onto need an EHCP, are identified earlier and start the APDR cycle / outside support which will speed up EHCP requests 	
<ul style="list-style-type: none"> • Easy-to-use Additional Needs concern / SEN referral process to be created to allow teaching staff to share concerns 	SENDCo	Autumn 1	<ul style="list-style-type: none"> • Staff use AN concern document • All teachers understand that diagnosis does not dictate how needs present 	

<ul style="list-style-type: none"> • A suite of testing/ screening resources needs to be identified and bought in, then used consistently to decide on level of need. • To ensure resources are widely available 	SENDCo Inclusion Team	Term 2-3 Ongoing	<ul style="list-style-type: none"> • Children's needs are identified earlier • APDR cycle and outside support start earlier • Reduced waiting time for EHCP requests • There are effective resources available for Teaching staff to teach inclusively 	
<ul style="list-style-type: none"> • Every child with an EHCP or higher SEN support to have a SMART Learning Plan based on their EHCP / external reports (EP, SALT, OT) on Provision Map • Ensure all teachers are confident with creating LPs • Ensure that LPs are clearly linked to provision and interventions. 	SENDCo with Teachers SENDCo SENDCo	Ongoing Term 1-2 Ongoing	<ul style="list-style-type: none"> • All staff are able to link LP targets and interventions and show impact. • Evidence is gathered of individual's small step progress and recorded • Learning Plans are in place meaning application for EHCP is a smoother process. • LPs are reviewed at least three times a year, with linked to provisions • LPs are SMART, easy to use and shared with the child and their families. • Assess, plan, do, review cycle is understood and followed by all staff using Provision Map. • It is possible track and monitor impact of intervention. Next steps are planned. 	
<ul style="list-style-type: none"> • The impact of interventions is monitored and tracked throughout its duration (using start and end data). 	Inclusion Team and SENDCo	Ongoing	<ul style="list-style-type: none"> • Termly meeting with teachers to discuss cohort SEN/D and concerns and possible interventions. • Provision Map is used to draw up appropriate LPs which plan and track interventions for children. • Assess, plan, do, review cycle is understood and followed by all staff. 	
<ul style="list-style-type: none"> • To create ASD friendly provision in EYFS • To create ASD friendly provision in KS1 (S1) 	SENDCo SENDCo	Autumn 1 Spring 1	<ul style="list-style-type: none"> • Increased focus time during activities • Consistent use of pictures and 'now and then board' to develop communication 	

<ul style="list-style-type: none"> • To move away from 1-2-1 support 	SENDCo Educators	Ongoing	<ul style="list-style-type: none"> • Low stimulus, anxiety free learning environment with high adult - pupil ratio • Pupils access personalised learning and curriculum adaptations (bucket time, sensory stories, social stories, individual time tables and use of Sensory Room) • Integrated SALT and OT part of daily routine • Team of ASD trained educators around the child + key workers 	
<ul style="list-style-type: none"> • Reflections for pupils with more complex needs are done by SENDCo 	SENDCo and SLT	Ongoing	<ul style="list-style-type: none"> • Behaviour logs (including pupils with SEND) will be on a positive trend, and incidents of negative behaviour should drop. • Attendance levels for pupils with SEND to be in line with rest of school / national average. • Children with SEND are engaged in all learning activities consistently 	

Focus	Legislation, Compliance and Beyond so SENDCo role is effective. Monitor and Manage Provide advice and guidance			
Outcome(s) (including links to the school improvement plan)	Compliance with the SEN/D Code of Practice and other policies Smooth day-to-day running of the SEND department Excellent working relationship with parents / carers and external agencies			
Actions	Person(s) responsible	Timescales	Success criteria	Impact Next steps Comments
<ul style="list-style-type: none"> • Ensure the SEN/D, policy is compliant and up to date. • The website is up to date and all policies have been ratified by local governing board. • SEN/D report is updated • Local offer is up to date • SENDCo Action Plan is completed and shared with SLT 	SENDCo Inclusion Team	By end of Term 1 Term 2 Term 2 Term 1 Term 1	<ul style="list-style-type: none"> • The website is up to date with legislation compliant documentation: SEN/D policy, Accessibility Plan, SEN/D Report 	
<ul style="list-style-type: none"> • Create a clear schedule for EHCP applications • Apply for EHCPs 	SENDCo Inclusion Team	Ongoing Ongoing	<ul style="list-style-type: none"> • At least 6 EHCP requests are made termly • There is no 'backlog' of EHCP requests • Procedures (EHCP requests / EP assessments/ SALT) are transparent and well-understood by all teaching staff 	
<ul style="list-style-type: none"> • Create a clear schedule for Annual Reviews and share the dates with external therapists, class teachers and parents 	SENDCo Inclusion Team	Ongoing Ongoing	<ul style="list-style-type: none"> • All Annual Reviews are carried out within the time frame. • All Annual Review documents are sent to LA within 2 weeks 	

<ul style="list-style-type: none"> • Ensure that EHCP reviews are conducted in a timely and appropriate manner. 				
<ul style="list-style-type: none"> • Working closely with external agencies: SALT, EP, ASD Advisory Team • SALT / OT targets are uploaded to Provision Map • Educators are trained to deliver SALT interventions (Training is provided by SALT) • Be part of the LA's Panel 	SENDCo Inclusion Team	Ongoing Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> • There are effective S&L interventions running. • Target sheets are completed and returned in a timely manner. • Children with S&L difficulties are identified and referred appropriately 	
<ul style="list-style-type: none"> • Offer termly meeting for SEND parents (in addition to annual reviews) • To develop SENDCO visibility and approachability within the school community. • LPs to be shared and discussed, with parents termly their views recorded on the plan. 	SENDCo Inclusion Team	Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> • Communication is good between school and parents. • Parents feel able to ask for support from school. • Parental engagement and involvement is improved. • Parents attend regular meetings across the year so they are kept up to date with their child's progress. • Parents/carers are working together with the SENDCo and feel that they are part of the team working with their child. 	
<ul style="list-style-type: none"> • Self-evaluation of SEN/D is completed with SLT. 	SENDCo	Termly	<ul style="list-style-type: none"> • A SEN/D review is carried out strengths and areas for development. 	

Focus	Effective Working with the Inclusion Team			
Outcome(s) (including links to the school improvement plan)	Inclusion Team is reorganised Wider Inclusion Team is working together effectively			
Actions	Person(s) responsible	Timescales	Success criteria	Impact Next steps Comments
<ul style="list-style-type: none"> Agree a clear staffing structure within the SEND team 	SENDCo SLT	Term 1- 2	<ul style="list-style-type: none"> Roles and responsibilities are clear within the Inclusion team (including EAL) Roles and responsibilities are shared with staff and parents so people know who to go to for different issues. 	
<ul style="list-style-type: none"> Create clear communication and information sharing between members of the 'Inclusion Team' (including safeguarding, behaviour, SEMH and EAL) and subject leads 	SENDCo Inclusion Team	Ongoing	<ul style="list-style-type: none"> All interventions, provisions, extracurricular activities, tutoring and clubs are on Provision Map Provision mapping is clear for monitoring/ reviewing purposes 	
<ul style="list-style-type: none"> Create and maintain SEND register, Additional Needs register and AN concern document 	SENDCo Inclusion Team	Ongoing	<ul style="list-style-type: none"> SEND / AN Registers are constantly updated and easy-to-use for everyone AN concerns are monitored and actions are taken + recorded 	
<ul style="list-style-type: none"> To update Blue Folders with pupils' medical HC plans and current Learning Plans. 	SENDCo Inclusion Team	Autumn 1	<ul style="list-style-type: none"> Every classroom has their Blue Folder in visible place with updated medical information and current individual targets (LP) printed 	
<ul style="list-style-type: none"> To monitor and review assessment data for each year group To assess impact of interventions / provisions 	SENDCo Inclusion Team	Ongoing Termly	<ul style="list-style-type: none"> Termly data review to identify underachievement 	

<ul style="list-style-type: none"> • To create SEND data overview sheet. • To assess and analyse data trends • To share with SLT 		Termly Termly Termly	<ul style="list-style-type: none"> • Alternative methods (LP and Provision review outcomes, pupil observations) used in order to better track progress. • Discussions with teachers and learning walks to monitor all in-class provisions for pupils with SEND • Support put in place early 	
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