

Subject/Area: SEN	Key Personnel:- Debbie Cook
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 2022/23	<ul style="list-style-type: none"> • DR shadowed ZR to enable her to understand the role of the SENCO. Worked closely with LA. • Meet with other SENCO at the SLT SENCO meetings. • Kept up to date with research and new documents related to SEN. • Led staff meetings to support them and pass on new information. Discussed how to improve paperwork. • Supported support staff with interventions.
What impact have these activities and improvements had on your subject curriculum?	<ul style="list-style-type: none"> • DR has successfully applied for EHCPs for children within the setting. • SENIF funding was reallocated for pupils. • Went to tribunal with 2 parents and successfully got the children a place at a specialist setting – yr 6 to yr 7 transfer. • Worked closely with parents and supported them through the year. • Began the implementation of new paperwork systems to be continued the following year.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
<ul style="list-style-type: none"> • To implement new paperwork system and changes to timings of IEPs. • Look at an effective and up to date monitoring and evaluation system. Work with SEN governor throughout the year. • Implement Zones of regulation across the school, linked with the new behaviour policy.

Improvement plan for the year - SEN						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	Relevant links to School priority 1,2 or 3
To implement new paperwork system and changes of timings to IEPs.	<ul style="list-style-type: none"> • Regular staff meetings • Time for staff to complete paperwork • Meetings with parents • 	End of 2024	<ul style="list-style-type: none"> • Less paperwork for staff to complete. • Increase in parental involvement when writing IEPs and on page profiles. 		DR SLT	

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Look at an effective and up to date monitoring and evaluation system. Work with SEN governor throughout the year.	<ul style="list-style-type: none"> work with SLT SEN group to create a shared resource. Meet with SEN governor to discuss monitoring and evaluation 	End 2024	effective monitoring and evaluation systems in place and a timetable to activities created.		SLT Governors	1
Implement Zones of regulation across the school, linked with the new behaviour policy.	<ul style="list-style-type: none"> Introduce to staff during staff meeting. Deb to meet with support staff to share the ideas. monitor its impact across the school – discuss with pupils, look in classrooms to see how it is used. 	End 2024	All staff using shared language linked to Zones of Regulation to support children in dealing with their emotions.		SLT LA	3

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Subject specific tasks for the year	<ul style="list-style-type: none"> • Identify and carry out appropriate assessments for pupils on the SEN register • Monitor the impact of interventions each half term and discuss any amendments to intervention/provision accordingly • Complete staff audit of training needs and arrange appropriate training • Arrange appropriate training for LSAs supporting 1-1 SEN pupils • Plan for transition and information sharing into Reception and with the Y6 move to High School • Keep assessment materials up to date and attend assessment training • Track progress of children with an identified need using SEN assessments, reading and spelling assessments, Boxall, NTS, SDQ and Symphony on Track • Keep up to date with new initiatives and develop personal subject knowledge in order to be secure with the subject • Keep parents informed about support available and changes in SEND policy • Write the school's SEND information report – send to LA and publish on school's website • Continue support staff training in relevant, evidence-based intervention programmes • Carry out annual reviews and transition reviews • Complete support plans and apply for SEND Intervention Funding, extensions to Top-Up Funding and EHCPs • Make referrals to outside agencies and source support/advice as needed • Review and replenish SEN resources in line with budget allocations and need • Network and collaborate through the Symphony Multi-Academy Trust • Attend SENCONet meetings to keep up to date with local SEND developments • Attend meetings and organise provision with EP, SALT, school nurse, OT, AOS, Inclusion Forum etc as needed • Write and update school case studies of children, including the provision and successful outcomes • Continually update and review the school's SEND register in line with the SEND code of practice • Efficient and effective record keeping and dissemination of information to relevant staff • Provision mapping • Continue with monitoring and evaluation 3 year cycle • Coffee and chat sessions with parents and staff for pupils who receive 1-1 support • Organise termly structured conversations <ul style="list-style-type: none"> • Half-termly SEN clinics • See SENCO job description 					

