



<b>Subject/Area: SEN</b>	<b>Leader(s): Zoe Rudd</b>
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<b>Quality of teaching and learning; <i>outcomes for children</i></b>	
<b>Activities and improvements during the year 2019/20</b>	<ul style="list-style-type: none"><li>• To ensure all SEN children are accessing the curriculum</li><li>• To carry out termly assessments</li><li>• To monitor the progress of pupils standardised scores in reading and maths</li></ul>
Overall evaluation of impact on subject	<ul style="list-style-type: none"><li>• Termly interviews with children show that they feel good about themselves, enjoy receiving additional support and are praised by their class teachers</li><li>• Termly SDQs and regular Vernon, Individual Reading and Boxall assessments of children on the SEN register have enabled staff to amend interventions to the needs of the children regularly and have supported funding applications</li><li>• Pupils' progress in maths and reading has been monitored carefully through standardised score recording in reading and maths (PIRA and PUMA). This has informed intervention and planning changes to meet the needs of the children</li></ul>

<b>Judgement (pick one based upon the above evaluation):</b>		
Outstanding	Good	Requires improvement

<b>On the basis of this information, what are your key priorities for development? (up to 3)</b>
<ul style="list-style-type: none"><li>• To support the development of staff knowledge in the area of Autism</li><li>• To monitor the impact of provision received by pupils on the SEN register</li><li>• To closely monitor the progress of pupils working at WTS in writing</li></ul>



## The Meadow Community Primary Subject Action Plan 2020-21

<b>Improvement plan for the year 2020-21</b>						
<b>What</b> do we want to improve? (area for development)	<b>How</b> will we go about it?	<b>When</b> will it happen and be completed?	What will <b>success</b> look like/anticipated <b>impact</b> ?	<b>Cost (if applicable)</b>	<b>Who</b> will monitor its impact and to <b>whom</b> will this be reported (e.g. governor)?	<b>Relevant links to School priority 1,2,3 or 4</b>
To support the development of staff knowledge in the area of Autism	ZR to organise AET Level 1 training for all staff, AET Level 2 training for identified staff and Incredible 5 Point and Circle of Friends training for staff working with children with Autism. Investigate further online training options with a focus on Autism and share with all staff	Autumn Term and when available	Staff across the school will have greater confidence supporting children with Autism and children with Autism will have access to a wider range of interventions	3 x SEN management slots	ZR to monitor and share with SLT and governors	3
To monitor the impact of provision received by pupils on the SEN register	ZR to implement provision mapping grids across the school which will be updated on a half termly basis and monitor the impact of each intervention children on the SEN register participate in.	Half-Termly	Children's progress will be monitored carefully and interventions will be adapted accordingly	1 SEN management slot per half term	ZR to monitor individual provision grids and share with SLT	
To closely monitor the progress of pupils working at WTS in writing	ZR to monitor the progress of pupils' writing through the use of the Symphony on Track assessment grid. ZR to support the implementation of interventions to support the progress of children's writing	Termly	Children's progress will be monitored carefully and interventions will be adapted accordingly	3 x SEN management slots	ZR to monitor and share with SLT and governors	



## The Meadow Community Primary Subject Action Plan 2020-21

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