



Subject/Area: SEN	Leader(s): Zoe Rudd (21/22) Debbie Cook (22/23)
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Quality of teaching and learning; <i>outcomes for children</i>	
Activities and improvements during the year 2021/22	<ul style="list-style-type: none"> To develop an area on the school website that signposts support for parents to a range of areas of SEN To create a guide for parents of interventions available at the school To continue to develop communication opportunities between school and parents to outline and share how pupils with SEN are supported
Overall evaluation of impact on subject	<ul style="list-style-type: none"> ZR created a Padlet for the school website of detailed information and links across all areas of SEN for parents to access in the following areas of SEN: Cognition and Learning, Social, Emotional and Mental Health, Physical and Medical, Communication and Interaction, Motor Skills and Sensory Needs, ADHD, Specific Learning Needs https://www.meadowprimaryschool.co.uk/send/send-resources ZR created a guide to parents outlining the interventions available in school for pupils with SEN. This was shared with parents via Weduc and is on the SEN part of the website - https://www.meadowprimaryschool.co.uk/send To improve the communication between school and parents, ZR offered termly SEN clinics for parents; termly Coffee and Chat sessions with LSAs and parents of pupils who receive 1-1 support and termly structured conversations for parents of pupils with SEN and the class teachers. This provided an additional opportunity for home and school to discuss the child's needs in detail and discuss how school are supporting pupils and offer suggestions of support at home if required

Judgement (pick one based upon the above evaluation):		
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"> For ZR and DC to work together over the next year to ensure a smooth transition of leadership in SEN?? To develop knowledge and understanding of staff supporting SEN pupils to enable them to provide them with the greatest level of support?? To continue to develop communication opportunities between school and parents to outline and share how we support pupils with additional needs??



The Meadow Community Primary Subject Action Plan 2022-23

Improvement plan for the year 2021-22						
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 (e.g. governor)?	Relevant links to School priority 1,2,3 or 4
For ZR and DC to work together over the next year to ensure a smooth transition of leadership in SEN	Regular meetings Shadow operational tasks	Ongoing	DC to be able to lead the subject with confidence and independence	ZR out of class	SLT	
To develop knowledge and understanding of staff supporting SEN pupils to enable them to provide them with the greatest level of support	Termly meetings with 1-1/LSAs Questionnaire Arrange training as required LSA observations Monitor the impact of interventions	Termly	Support staff will be confident in delivering a range of interventions with increased knowledge and understanding	DC out of class	DC and SLT	



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Improvement plan for the year 2021-22						
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 (e.g. governor)?	Relevant links to School priority 1,2,3 or 4
To continue to develop communication opportunities between school and parents to outline and share how we support pupils with additional needs	Half termly SEN clinics for parents Termly Structured conversations with class teachers and parents Questionnaires Termly Coffee and chat with parents and 1-1 staff Dedicated time for staff to talk to parents about ISP targets (staff meeting time)	Termly/Half termly	Parents feel that communication has improved	Staff time to complete tasks	DC and SLT	



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<p>Subject specific tasks for the year</p>	<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• Half-termly SEN clinics• See SENCO job description
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