

SEND Subject Development Planning 2022 - 2023

Action Point	Action	Outcome/success criteria	Monitoring	Evaluation narrative
	All staff to know children on record of need, there needs and strategies to meet need. APDR process in place with termly IEP reviews and annual EHC reviews time tabled and attended by SENDCO, class teacher, appropriate TA's, parent and child where appropriate.			
Action A:	All statutory elements of SEND Code of Practice will be in place and effective in improving outcomes for children on SEND register. Communication with all staff regarding SEND processes and information are clear, with staff knowing their responsibilities towards meeting the needs of all pupils with SEND. All staff know and are rigorously implement school aims for all children with SEND: Happy; Included; making progress, have a voice,	Termly IEP reviews and annual EHC reviews with parents of pupils on SEND register: SENCO, pupil, teacher, and support staff ensure consistency and progress All statutory documents on website including SEND Information report / policy and are accessible to all parents	Termly Primary Executive Lead visit checks site for compliance; Termly SHIP visit from partner head teachers always tests school aims for children on SEND Register	AUTUMN SPRING SUMMER
Action B:	Each child has a single folder with all key information, IEPs and curriculum adaptations.	Information is shared, barriers to learning are removed and all children on SEND register are Happy; Included; making progress, have a voice,	The SEND register is reviewed half-termly with SMT; meetings with all staff to discuss levels of need and necessary interventions	AUTUMN SPRING SUMMER
Action C:	Interventions are timely, monitored and effective as part of APDR cycle.	TIS; Play therapy; SALT; RDA etc impact on aims for SEND: Happy; Included; NARE or making accelerated progress	Weekly review of SEND interventions by SMT	AUTUMN SPRING SUMMER
Action D:	Monitoring SEND (including use of termly SHIP partner visits and termly Primary Executive Lead visits) includes rigorous deep dives into SEND provision in all areas of the curriculum – see also Curriculum Monitoring timetable above	Our curriculum meets the needs of children with SEND and appropriate adaptations are made and successfully implemented where it does not	Termly SHIP, PEL visits; Bespoke visits from Director of Education; Curriculum Monitoring timetable	AUTUMN SPRING SUMMER
Action E:	Staff receive appropriate training including Inclusive Dyslexia Friendly Schools, Provision Map, Speech and Language Therapy and others as the arise	All staff are effective and confident in their delivery of SEND interventions.	PM Process; weekly drop-ins to all interventions	AUTUMN SPRING SUMMER

Action F:	The last slide on each PPT has clear instructions or success criteria and remains on screen. Each curriculum area has 6 words per term which are known and used by ALL children	Children with SEND know more, do more and remember more.	PM Process; daily drop-ins to all classes	AUTUMN SPRING SUMMER
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Long Term Planning ~ 3 Year Overview

All children on the register are: happy, included, NARE or making accelerated progress; have curriculum interventions and support that meets their needs; are learning more, doing more and remembering more than has previously been the case.