**Action Plan for SEND 2023/24**

**Key Priorities**

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| **Achievement of pupils** | * To support the continued raising standards of attainment and progress of pupils by rigorously tracking pupil progress with particular reference to SEND children, through formative and summative assessment, including the use of the Cherry Garden Assessment Tool and the Stockport SEND Tracker. |
| **Quality of Teaching and Learning** | * To continue to implement the Stockport Entitlement Framework is reflected within the curriculum provision for all children through Quality First Teaching (QFT) and adaptations to meet arising needs. |
| **Leadership and Management** | * To support all staff in ensuring effective and collaborative planning and review meetings are held with parents, once a term, which inform future interventions and support for SEND children. * To continue to ensure that coproduction is the fundamental foundation on which we work, when planning provision for our young people. |
| **Culture** | * To continue to develop opportunities to enhance our support for parents and families of children with SEND. |

**Achievement of Pupils**

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| **Aim** | **Strategies** | **Success Criteria** | **Timescale** |
| To support the continued raising standards of attainment and progress of pupils by rigorously tracking pupil progress with particular reference to SEND children, through formative and summative assessment, including the use of the Cherry Garden Assessment Tool and the Stockport SEND Tracker. | * HT to liaise with SENDCo/Learning Mentor about allocation of hours to individuals, small groups and interventions. * Classroom teacher to track progress of children in intervention groups and ensure the needs of specific children are targeted. * Termly teaching and learning review meetings to be held between class teacher and Headteacher – SENDCo to attend all meetings so that a clearer picture of whole school need is developed. * Year group Intervention provision maps to be developed and reviewed throughout each Term. * The Cherry Garden Assessment Tool to be introduced in The Rainbow Pod.   . | * Whole school provision map will be in place highlighting the support for specific Year groups and children. * Interventions in place to narrow the gap. * Half termly meetings to identify gaps in children’s learning and Intervention that may be required. Year group interventions will be monitored and updated each term. * Some of our children with more complex needs will be assessed and planned using assessment tools that match their needs and ability which will mean very small steps of progress will be evident and celebrated. | * Review termly HT/SENDCo. * Intervention programme to be reviewed and evaluated after each Teaching and Learning Review. * Year group provision maps to be updated termly by class teacher and monitored by HT/SENDCo. * LD to trial using this form of assessment starting in September and link the findings in to the children’s Send Support Plans. |

**Quality of Teaching and Learning**

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| **Aim** | **Strategies** | **Success Criteria** | **Timescale** |
| To continue to implement the Stockport Entitlement Framework is reflected within the curriculum provision for all children through Quality First Teaching (QFT) and adaptations to meet arising needs. | * Regular staff meeting time with a focus on the Stockport Entitlement Framework and strategies. * Training on adapting the curriculum to be delivered to all staff. Relevant training for staff including provision for children with EHCPs. * Class visits by HT/SENDCo to monitor resources, Interventions, and adaptations. * To introduce a new proforma to be used by class teachers prior to requesting support from the SENDCo. * Support offered to Reception staff for September cohort to ensure that provision is personalised for the children with SEND. | * Pupils will be supported with strategies and resources through Quality First Teaching. * There will be a clear, assess, plan, do, review cycle in place for all children. * Smooth transition for the SEND children joining the school in Sept’23. | * SEND to be regularly included in staff meetings throughout the year, when the focus in on a curriculum area. * Proforma to be introduced by Oct’23 by LD. * Dec’23. |

**Leadership and Management**

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| **Aim** | **Strategies** | **Success Criteria** | **Timescale** |
| * To support all staff in ensuring effective and collaborative planning and review meetings are held with parents, once a term, which inform future interventions and support for SEND children.   To continue to ensure that coproduction is the fundamental foundation on which we work, when planning provision for our young people. | * SENDCo release time. * Staff Meetings with a focus on SMART targets and Send Support Plans. * Time for SENDCo to liaise with outside agencies. | * SENDco to attend and chair SEND Support meetings as a support to class teachers. * Send support plans will have SMART targets that are achievable in the timeframe given. * Liaison with agencies will be discussed with teaching staff to ensure advice is understood and planned for. | * Termly. * Termly. * SENDCo to have time to liaise with the agency staff, class teachers, and the Inclusion Manager every week. |

**Culture**

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| **Aim** | **Strategies** | **Success Criteria** | **Timescale** |
| * To continue to develop opportunities to enhance our support for parents and families of children with SEND. | * SEND questionnaire to be sent to parents. * Re-establish parental forum, including training opportunities. Opportunities to invite agency staff from the Inclusion Team who can support parents on a variety of matters such as sleep, diet, sensory needs etc. * Parents to lead on which areas they would like to discuss at each forum. | * Results of questionnaire to be collated and made available on the school website. * Parental forum established where parents can liaise with agency staff and other SEND parents in school. | * Parent Forum to take place in November, April and June 2023/24. HT/Inclusion Manager/SENDCo/   LD. |