

## SENCO – Action Plan

<b>Focus/Target</b>	<b>Class provision</b>
<b>Outcomes/Success Criteria</b>	<b>All interventions and provision is recorded on Provisionmap.co.uk</b>

<b>Actions</b>	<b>Who?</b>	<b>Resources</b>	<b>Timescales</b>	<b>Evaluation</b>	<b>Next Steps</b>	<b>Notes/Comments</b>
Demonstrate how to record provision on provisionmap.co.uk	JG	Provisionmap.co.uk Teachers to know logins	Autumn term	All teachers have been shown and have now added provision	Continue to update every half term	Helps with consistency throughout the school. Readily available to all. Makes sure all children are considered.
Record all provision for the class on Provisionmap.co.uk  All interventions are monitored using start and end data. Assess, plan, do , review process is followed by all staff.  The impact of the interventions are	All teaching staff	Provisionmap.co.uk Teachers to know logins	Every half term update, but access ongoing			

monitored throughout duration.						
TAs to be made aware and have logins so that they can access and review	JG and TAs	Provisionmap.co.uk Teachers to know logins TA meeting time	Access ongoing	TAs pleased to be able to access	Need to be given time to update	

Focus/Target	SEN Plans
Outcomes/Success Criteria	All sen plans transferred to Provisionmap.co.uk

Actions	Who?	Resources	Timescales	Evaluation	Next Steps	Notes/Comments
Demonstrate how to set up Sen Plans on provisionmap.co.uk	JG	Provisionmap.co.uk Teachers to know logins	Autumn term	All teachers have been shown and have now added plans	Continue to update every term	Consistency. Consider barriers to learning.
Write plans for Sen pupils in your class on Provisionmap.co.uk	All teaching staff	Provisionmap.co.uk Teachers to know logins	Every term update, but access ongoing			
TAs to be made aware and have logins so that they can access.	JG and TAs	Provisionmap.co.uk Teachers to know logins TA meeting time	Access ongoing	TAs pleased to be able to access	Need to be given time to update	

'Senco Tea and Biscuits' Senco available weekly to discuss sen plans/ concerns with staff.	JG	JG available Weds 3:30 to discuss needs	Ongoing			
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<b>Focus/Target</b>	<b>Reading</b>
<b>Outcomes/Success Criteria</b>	<b>Improved standards of reading across lowest 20% of children</b>

<b>Actions</b>	<b>Who?</b>	<b>Resources</b>	<b>Timescales</b>	<b>Evaluation</b>	<b>Next Steps</b>	<b>Notes/Comments</b>
Little Wandle Phonics scheme	EC HT, DS, NW, MM	Little Wandle resources  Time out for TAs to train and get resources ready  TAs to assess pupils in year 3 and 4 to	To be implemented by Spring half term			

		see who meets the criteria				
Parent Readers	JG Parent Volunteers	Time to organise timetable of volunteers and assign to classes	Autumn Term set up and then ongoing	Parents now coming in on a regular basis giving extra opportunities to lowest 20%	Pupil Voice with children Impact?	
Peer Mentors	JG Child mentors	Time to organise children to be mentors to children in lower years	Spring Term, then ongoing			
Bookmark	EC TA to set up	Bookmark reading Scheme. Time for TA to set up computers	Ongoing	Year 3 Helps with confidence and practising reading in another context.		

<b>Focus/Target</b>	<b>Develop Pupil Voice</b>
<b>Outcomes/Success Criteria</b>	<b>Children feel confident to review their targets and to feel part of the process. Children are able to identify what helps them and what does not.</b>

Actions	Who?	Resources	Timescales	Evaluation	Next Steps	Notes/Comments
Opportunities to meet with SEN pupils and gather their views. Class teachers/TAs to gather views of children for Sen plan targets and EHCPs.	JG Class teachers TAs	Senco and Class Teacher/TA time.  Sen plans	Ongoing	Children feel they have been listened too. Able to be part of the process.		
Develop use of Passport function on Provision map to write One page Profiles for most vulnerable children	JG TAs	Provision Map Time with TAs to show them the resource	Spring Term, then ongoing	Helps to support needs and ensures consistency. Help with transition.		

Focus/Target	Parental Engagement
Outcomes/Success Criteria	Parents/carers feel that they are part of the process and part of a team working with their child. Parents feel well supported

Actions	Who?	Resources	Timescales	Evaluation	Next Steps	Notes/Comments
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SEN plans shared with parents/carers termly. Their views are recorded on the plan. SEN and PPG parents offered longer meeting with class teacher and Senco.	JG Class teachers Family Liaison	Senco and Teacher time Sen Plans EHCPs	Ongoing	Parents attend regular meetings and are kept up to date with their child's progress. Parents can access support when needed		
Coffee Mornings specifically aimed at SEN/PP parents. Enables discussions and themes lead by parents	JG Family Liaison  Have discussed with Dspl to provide 'Lite Bites'	Senco and Family Liaison time.	Termly			
Website Add useful websites for parents – shared by parents. Add photographs of sen events, children working well, achievements.	JG GS	Website	Ongoing	Promotes positivity		

Focus/Target	Professional Development
Outcomes/Success Criteria	Teachers and TAs are kept up to date with the skills required

Actions	Who?	Resources	Timescales	Evaluation	Next Steps	Notes/Comments
TAs are trained to deliver Little Wandle Phonics. Complete training and have growing confidence to deliver the programme. Target groups identified	EC TAs	Little Wandle Training and resources Time to train	Autumn term	Confidence to deliver training.	Start sessions with small groups 2 <sup>nd</sup> half of Spring term.	
Skills Audit  Give to staff to see where staff feels gaps are.	JG to give to all teaching staff	Audit	Spring Term			
High proportion of SpLd needs. JG to talk to SpLd advisor to see if they can deliver training.	JG All staff	Time to meet with SpLd advisor	Summer Term			
JG to attend SEN Briefings, Local Cluster groups and Dspl meetings	JG	Time to attend meeting	Ongoing	Kept up to date with local and national trends and information.		

Focus/Target	Self-evaluation

<b>Outcomes/Success Criteria</b>	<b>A SEN review is carried out with staff. Strengths and areas for development identified.</b>
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<b>Actions</b>	<b>Who?</b>	<b>Resources</b>	<b>Timescales</b>	<b>Evaluation</b>	<b>Next Steps</b>	<b>Notes/Comments</b>
To complete a thorough self-evaluation. (Herts or Helen Youngman) with next steps identified	JG and Staff	Staff meeting time TA meeting time	Summer Term			