

School-led Action Plan

Objective 1

The school demonstrates a commitment to achieving and maintaining the SEND Inclusion Award, including informing relevant stakeholders.

| Key Performance indicator | Action to be taken | Who will deliver and monitor the action | When the action be taken/evaluated | Resources needed |
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| 1.1 Coordinated by the School SENCO the working group is in place | Approach individuals to create the working party | SENCOs | 20.10.17 | <ul style="list-style-type: none"> Portfolio file |
| 1.2 The statement of commitment is signed and stored in the portfolio of evidence | <ol style="list-style-type: none"> Advisor to check on the signing situation: Print, sign and store | SENCOs | 20.10.17 | <ul style="list-style-type: none"> Statement document to sign Portfolio file |
| 1.3 A commitment to achieving the award and information about the award is shared with all key stakeholders | <ol style="list-style-type: none"> Inform staff and Governors through briefings backed up with email updates. Inform parents through newsletter/school website Tell children through school council and assemblies | SENCOs SEND Governors | 21.9.17 19.10.17 Ongoing | <ul style="list-style-type: none"> Meeting time (21.9.17) Statement document to sign Portfolio file |
| 1.4 Local partners have been informed about the award and have been encouraged to become involved | <ol style="list-style-type: none"> Discuss at Steering Discuss at SHINE partnership meeting Inform keyworkers from: EP service, SENACT, SALT. Inform parents through SEND Parents' Forum SENDIA section on website to be updated | SENCOs, SLT | 22.12.17 | <ul style="list-style-type: none"> Meeting time Time to update information and website |
| 1.5 The school's self-evaluation has been completed | 1. Complete Self evaluation | SENCOs | 20.9.17 | <ul style="list-style-type: none"> Meeting time |

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| 1.6 Information from the school self-evaluation has been used to inform action planning | 1. Complete action plan based on the SEF | SENCOs with SENDIA advisor | 21.9.17 | <ul style="list-style-type: none"> Meeting time Cover for teaching staff (7 periods) |
| 1.7 Action plan has been fully completed and shared with all key stakeholders | <ol style="list-style-type: none"> Write action plan Collect stakeholders thoughts | SENCO, SEND Governor | <p>21.9.17</p> <p>22.12.17</p> | <ul style="list-style-type: none"> Action plan copies Meeting time |
| 1.8 The School's SIP included strategies for Award achievement and for maintenance of the award | <ol style="list-style-type: none"> Actions discussed at Steering and added to SIP. Improve SEND delivery through working towards achieving SENDIA | SENCO, SLT, SEND Governor | 13.11.17 | <ul style="list-style-type: none"> |
| 1.9 The action plan is regularly monitored, progress is evaluated and the findings are shared and acted upon | <ol style="list-style-type: none"> Action plan displayed in staff areas. Staff updates in briefings (including support staff). All stakeholders updated through newsletters/website and briefings). Parents updates through Forum. On-going link with SIP | <p>SENCOs</p> <p>SLT</p> | <p>20.10.17</p> <p>On-going</p> | <ul style="list-style-type: none"> Meeting time and action plan copying |
| 1.10 All key partners are regularly updated and involved with developments and progress towards achieving the award | <ol style="list-style-type: none"> Action plan displayed in staff areas. Staff updates in briefings (including support staff). All stakeholders updated through newsletters/website and briefings). Parents updates through Forum. On-going link with SIP | <p>SENCOs</p> <p>SLT</p> | <p>20.10.17</p> <p>On-going</p> | <ul style="list-style-type: none"> Meeting time and action plan copying |

Objective 2

The school's SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.

| Key Performance indicator | Action to be taken | Who will deliver and monitor the action | When the action be taken/evaluated | Resources needed |
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| 2.1 The school has a SENCo in post who is a qualified teacher and has completed, where required, the National Award for SEN co-ordination. | 1. School SENCO completes National SENCO award | SENCOs | July 2018 | <ul style="list-style-type: none"> Portfolio file Cover and travel expenses for 5 days at Edge Hill University |
| 2.2 There is a clear line management of the SENCO by a senior leader | 1. Provide evidence of Leadership structure and communication between Head – Head of Phase – SENCo – Assistant Achievement Leader | SENCOs | 22.12.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 2.3 The school has an up-to-date SEND policy and a SEN information report is available on the school website | 1. Update school website 2. Change <i>Local Offer</i> to <i>SEN Info Report</i> . | SENCOs | 20.10.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 2.4 The SEN information report includes information about staffing for SEND | 1. Update school website 2. Change <i>Local Offer</i> to <i>SEN Info Report</i> . | SENCOs | 20.10.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 2.5 The school has an accessibility plan in place that underpins an inclusive ethos | 1. Review school accessibility plan. (link to 2.6) Add to evidence portfolio | SENCOs | 22.12.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 2.6 The school is fully accessible across the three areas of the curriculum access, physical access and the provision of information | 1. SENCO to discuss wheelchair accessibility at Steering and with Governors (link to 2.5). 2. SENCO to approach LA re. enquiries about modifications and/grants. | SENCOs | 22.12.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 2.7 The SENCO's salary is | 1. Add evidence to portfolio | SENCOs | 20.10.17 | <ul style="list-style-type: none"> Portfolio file |

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| allocated against core funding | (link to leadership structure 2.2) | | | <ul style="list-style-type: none"> • Meeting time |
| 2.8 Pupils with SEND engage in the activities of the school alongside pupils without SEND | 1. Collate evidence of planning and work on impact for SEND pupils. | SENCOs | 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 2.9 All teachers use and participate in the graduated approach (assess, plan, do, review) for pupils with SEND | 1. SENCO to liaise with SLT and become involved in learning walks and lesson observations. 2. Link to SIP as a whole school area of development | SENCOs SLT | 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 2.10 Parents are always informed when the school is considering whether or not a pupil has special educational needs that may require SEND provision | 1. Upload anonymised evidence of ICC form (<i>Initial Teacher Concerns</i>), Snapshots, case studies, and records of conversations. | SENCOs SLT | 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 2.11 Pupils with SEND and their parents are full partners in all decisions | 1. Upload anonymised evidence of ICC form (<i>Initial Teacher Concerns</i>), ANP, MSP and EHCP planning and reviews and records of conversations. | SENCOs SLT | 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 2.12 For pupils with EHC plans (or statements for SEND) the provision detailed in those plans is in place | 1. Evidence of EHCP's availability for all staff. 2. Identify key staff. 3. Appropriate staff training 4. Disseminate SEND information to teaching and support staff link to QFT (<i>Quality First Teaching</i>) | SENCOs | 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |

Objective 3

There is strong and effective leadership and management of SEND provision.

| Key Performance indicator | Action to be taken | Who will deliver and monitor the action | When the action be taken/evaluated | Resources needed |
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| 3.1 The school improvement plan has a strong focus on inclusive practice and improving outcomes for pupils with SEND | 1. SENCO to explore SEND implications in SIP at Steering. 2. Upload evidence relating to inclusive practice and improving outcomes for pupils with SEND | SENCOs | By 22.12.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 3.2 The SENCO advises governors and senior leaders on the use of the SEND budget | 1. SENCO to explore SEND finance implications in SIP at Steering. 2. Upload evidence relating to SEND budget. 3. Upload evidence of SENCO presentation to Governors re. SEND funding. | SENCOs | By 22.12.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 3.3 The senior leadership team can evidence effective use of the SEND budget | 1. Add costed provision map and audit SEND budget with Finance officer 2. Link to 3.2 | SENCOs SLT Governors | By 22.12.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 3.4 The SENCO has a clear vision of high aspiration for pupils with SEND | 1. Upload evidence of following: * Neet figures * SENCO surgeries * Parent Forum * Previous action planning and evidence of action taken and linked to staff training. | SENCOs SLT Governors | By 22.12.17 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 3.5 The SENCO provides strong leadership of SEND and inclusion across the school | 1. Observations and add monitoring of lessons to SENCO role (link to 2.9). (Discuss with SLT). | SENCOs SLT Governors | By 20.7.18 | <ul style="list-style-type: none"> Portfolio file Meeting time |
| 3.6 The school has an anti- | 1. Review Bullying policy and | SENCOs | By 20.7.18 | <ul style="list-style-type: none"> Portfolio file |

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| bullying policy in place that specifically addresses bullying and pupils with SEND | create SEND section if appropriate. | SLT Governors | | <ul style="list-style-type: none"> • Meeting time |
| 3.7 The SENCO manages record keeping and SEND effectively | 1. Evidence of systems in place. 2. Review of SENCO timetables/Provision mapping/costings/admin support. | SENCOs SLT Governors | By 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 3.8 The SENCO reports termly to governors | 1. Move from annual to termly report to Governors. (Add to agenda). 2. Review of SEND Governor role. | SENCOs Governors | By 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 3.9 The SEND governor provides and effective level of challenge to the SENCO and other senior leaders | 1. Written report to Governors. 2. Review of SEND Governor role. | SENCOs Governors | By 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 3.10 Evaluation of the impact SEND provision is incorporated into the school self-evaluation process, including the programme of learning walks and lesson observations | 1. Audit of SLT lesson observations. 2. Add SEND section to lesson observation (alongside MA/PP). | SENCOs SLT Governors | By 20.7.18 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |

Objective 4

Everyday teaching and learning for pupils with SEND is good or better.

| Key Performance indicator | Action to be taken | Who will deliver and monitor the action | When the action be taken/evaluated | Resources needed |
|--|--|---|------------------------------------|--|
| 4.1 All teachers understand that they have responsibility for the learning and behaviour of pupils with SEND in their classes. | <ol style="list-style-type: none"> 1. Monitor personal CPD targets (explore possibilities of targeting SEND pupil in next Appraisal cycle). 2. Termly staff surgeries. 3. QFT training with all teachers. | SENCO SLT Learning Leaders | 20.7.17 Each term | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 4.2 Teaching plans and approaches are used consistently to enable teachers to match teaching strategies and learning activities to the range of pupils' abilities effectively, including the use of ICT. | <ol style="list-style-type: none"> 1. Monitoring of planning and Quality First Teaching to measure impact. 2. Research appropriate ICT resources that can be used to support pupils with SEND. (Link to 5.6). | SENCO SLT | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 4.3 Decisions about interventions and support for pupils with SEND are based on teachers' knowledge of individual pupils, the results of diagnostic assessments and research on evidence-based programmes. | <ol style="list-style-type: none"> 1. Tracking of SEND pupils through COL. 2. Evidence of minutes from House Support meeting linked to Graduated Approach <i>Assess-Plan-Do-Review</i>/tracking/next steps. | SENCO SLT Learning Leaders | 20.7.17 Each term | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 4.4 The deployment of support staff is effective and informed by research and the school's own evaluation of impact. | <ol style="list-style-type: none"> 1. Tracking of SEND pupils through COL. 2. Evidence of minutes from House Support meeting linked to Graduated Approach <i>Assess-Plan-Do-Review</i>/tracking/next steps. | SENCO | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |

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| | <p>3. Audit ETA staff based on expertise.</p> <p>4. Model SEND team.</p> | | | |
| 4.5 Adult support is focused on improving the independence of pupils with SEND and preparing them for adulthood. | <p>1. Upload evidence of impact including NEET figures, Nurture, Nexus and other KS4 provision.</p> <p>2. Evidence of SEND pupils participation in work experience.</p> | SENCOs | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 4.6 The SENCO, teachers, teaching assistants and other support staff work well as teams. | <p>1. Evidence of ETA appraisal.</p> <p>2. Target ETA CPD in line with appraisal.</p> <p>3. Review of ETA appraisal policy.</p> | SENCOs Head of Phase | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 4.7 Support staff are well trained and kept appropriately informed about pupils with SEND. | <p>1. Develop ETA CP programme to increase ETA CPD.</p> <p>2. Link to 4.6</p> | SENCOs | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 4.8 The school makes effective use of advice and support from external agencies and monitors the impact of this advice and support on outcomes for pupils with SEND. | <p>1. Review how advice is communicated, used and reviewed.</p> <p>2. Upload evidence of liaison with Outreach services/agencies (e.g. PRu, EP, CHEWs, CAMHS, VI, HI, SALT, ASD outreach).</p> | SENCOs | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file • Meeting time |
| 4.9 The school liaises with partner schools and settings to provide continuity of expectations and outcomes across key transitions for pupils with SEND. | <p>1. Evidence of SHINE SEND partnership meetings.</p> <p>2. Evidence of SHINE HUB meetings.</p> <p>3. Evidence of transition programme and visits</p> | SENCOs | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file |
| 4.10 The school works in partnership with other settings, schools, local and national charities and other | <p>1. Evidence of SHINE SEND partnership meetings.</p> <p>2. Evidence of SHINE Community HUB meetings.</p> | SENCOs | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file |

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| organisations to widen opportunities for learning and participation for pupils with SEND. | 3. Evidence of transition programme and visits | | | |
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Objective 5

There is an effective system for identifying pupils' special educational needs.

| Key Performance indicator | Action to be taken | Who will deliver and monitor the action | When the action be taken/evaluated | Resources needed |
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| 5.1 Progress is assessed regularly and data is thoroughly analysed. | 1. Upload evidence of COL tracking/monitoring/observations. 2. Explore possibilities of specialised SEND tracking system. | SENCos SENCOs in liaison with SHINE SEND partnership | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 5.2 Pupils' learning and other needs are identified as early as possible. | 1. Upload evidence of COL tracking/monitoring/observations. 2. Explore possibilities of specialised SEND tracking system. 3. Evidence of CPD – identifying needs and referral system development. | SENCos | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 5.3 A range of appropriate assessments, available in-school and from external sources, is used to identify specific barriers to learning. | 1. Investigate and invest in appropriate reading tests, spelling tests or Dyslexia screening tool. | SENCos SENCOs in liaison with SHINE SEND partnership | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 5.4 Assessment information is shared with all staff involved with the pupil and is used to plan appropriate support and interventions. | 1. SIMS analysis. 2. Share analysis with ETAs and teaching staff. 3. Develop CPD for teaching and support staff using assessment to plan. | SENCos SLT | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 5.5 Pupils with SEND have access to high quality inclusive teaching in addition to any additional SEND provision. | 1. Upload examples of QFT planning and individual timetables and programmes of support. MER (<i>Monitor, Evaluate and Review</i>). | SENCos | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 5.6 A range of interventions and resources (including ICT) to | 1. Audit of resources and QFT planning to measure impact. | SENCos | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |

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| address pupils' SEND is available or can be sourced speedily. | 2. Audit (and research further) appropriate ICT resources that can be used to support pupils with SEND. (Link to 4.2) | | | |
| 5.7 Progress data for pupils with SEND is used to inform lesson planning and strategic developments, including staff CPD. | 1. MER, <i>Monitor, Evaluate and Review and</i> upload examples of planning and CPD | SENCos | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file |
| 5.8 The impact of all additional or different provision for pupils with SEND (including interventions and adult support) is thoroughly monitored and evaluated. | 1. MER, (<i>Monitor, Evaluate and Review</i>) impact of all additional or different provision for pupils with SEND. | SENCos | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file |

Objective 6

Pupils are actively involved in decision-making about, and the delivery of, their own SEND provision/support.

| Key Performance indicator | Action to be taken | Who will deliver and monitor the action | When the action be taken/evaluated | Resources needed |
|--|--|--|------------------------------------|---|
| 6.1 Wherever possible, pupils are aware of, and play a part in planning, their own support and interventions. | 1. MSPs are produced which include pupil voice. 2. Pupil voice council developed (including SEN pupil drop-ins) – link to 6.2. | SEN team and class teachers with pupils SEN team and pupils | Ongoing Each term | <ul style="list-style-type: none"> Meeting time MSP printing |
| 6.2 Questionnaires, focus groups and other strategies are routinely used to ascertain the views of pupils with SEND about their support, their teaching and learning, and their inclusion in other aspects of school life. | 1. Pupil voice group developed (including SEN pupil drop-ins). 2. Pupil voice questionnaires 3. Pupil/parents coffee mornings and questionnaires. - | SEN team pupils and parents. | Ongoing Each term | <ul style="list-style-type: none"> Meeting time Questionnaire printing Coffee morning resources/costs. |
| 6.3 Pupils are provided with the information and support necessary to enable them to participate in decisions about their SEND provision. | 1. Introduce peer coaching to SEN pupils (older SEN pupils link with younger SEN pupils 2. Pupil self-evaluations. (Link to 6.1. and 6.2, <i>Refer to p31 in SENDIA handbook</i>) | SEN team and class teachers with pupils SEN team and pupils | Ongoing Each term | <ul style="list-style-type: none"> Meeting time for peer reviews and self - assessment. |
| 6.4 Pupils with SEND are always involved in at least part of meetings or conversations between their parents and teachers. | 1. MSPs are produced which include pupil voice. 2. Pupil voice council developed (including SEN pupil drop-ins) – link to 6.2. 3. Pupil voice taken in to account on all plans (EHCPs, MSPs and ANPs in Snapshots and in reviews). | SEN team and class teachers with pupils SEN team and pupils | Ongoing Each term | <ul style="list-style-type: none"> Meeting time |
| 6.5 Pupils with SEND know their | 1. Pupil voice taken in to | SEN team parents and class | Ongoing | <ul style="list-style-type: none"> Meeting time |

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| learning targets and understand what they need to do to achieve them. | account on all plans (EHCPs, MSPs and ANPs in Snapshots and in reviews). 2. | teachers with pupils SEN team and pupils | Each term | |
| 6.6 Feedback from pupil questionnaires and focus groups is shared with governors and other key stakeholders and directly influences school SEND and inclusion policies, provision and practice. | 1. Feedback implemented in future planning and individual plans. | SEN team and class teachers with pupils SEN team and pupils | 20.7.18 | <ul style="list-style-type: none"> • Meeting time |

Objective 7

Parents are actively involved in decision-making about, and the delivery of, their children’s SEND provision/support.

| Key Performance indicator | Action to be taken | Who will deliver and monitor the action | When the action be taken/evaluated | Resources needed |
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| 7.1 Teachers meet with parents of pupils with SEND at least three times each year and provide an annual report to parents on their child’s progress. | 1. Upload evidence of reviews 2. Upload evidence of COL tracking/monitoring/observations. | SENCOs in liaison with class teacher s and parents | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 7.2 The views of parents on their child’s progress, inclusion and well-being are sought regularly in addition to scheduled meetings/conversations. | 1. Upload evidence of parent voice from reviews and other scheduled meetings | SENCOs in liaison parents | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 7.3 Parents are full participants in planning the support and interventions for their children. | 1. Upload evidence of parent voice from reviews and other scheduled meetings (<i>link to page 33 in SENDIA handbook</i>). (<i>Single conversation.</i>) | SENCOs in liaison parents | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 7.4 Learning targets and desired outcomes are agreed and reviewed at meetings/conversations with parents. | 1. Upload evidence of parent voice from reviews and other scheduled meetings 2. Upload evidence of teacher feedback to be implemented in to MSPs/ANPs and EHCP planning. | SENCOs in liaison with parents, teachers and EP/other agencies (where appropriate). | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |
| 7.5 The school offers help and training to parents of pupils with SEND so they can better support their child’s learning at home. | 1. Upload evidence of parent voice from reviews and other scheduled meetings 2. Upload evidence of SEN Parents Forum minutes including | SENCOs in liaison with parents, teachers and EP/PCAN/other agencies (where appropriate). | 20.7.17 | <ul style="list-style-type: none"> Portfolio file |

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| | training/PCAN support and feedback to be implemented in to MSPs/ANPs and EHCP planning. | | | |
| 7.6 Parents are fully involved in planning for all key transitions and are kept informed at all stages. | <ol style="list-style-type: none"> 1. Upload evidence of parent voice from reviews and other scheduled meetings. 2. Upload evidence of parent feedback including evidence of <i>"this is what you can do"</i> and implemented in to MSPs/ANPs and EHCP planning. | SENCOs in liaison with parents, teachers and EP/PCAN/other agencies (where appropriate). | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file |
| 7.7 The school gathers evaluative feedback from parents in relation to the quality and relevance of its SEND and inclusion policies, practice, procedures and developments, and its strategies for consulting with parents. | <ol style="list-style-type: none"> 1. Upload evidence of agendas and minutes (including parent feedback) from SEN parents Forum/Coffee mornings. | SENCOs in liaison with parents, teachers and EP/PCAN/other agencies (where appropriate). | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file |
| 7.8 Parents' responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken. | <ol style="list-style-type: none"> 1. Upload evidence of parental questionnaire feedback. 2. Upload evidence of agendas and minutes (including parent feedback) from SEN parents Forum/Coffee mornings. 3. Upload evidence of <i>"We asked, you said"</i> responses. | SENCOs in liaison with parents, teachers and EP/PCAN/other agencies (where appropriate). | 20.7.17 | <ul style="list-style-type: none"> • Portfolio file |

Objective 8

The school is committed to providing high-quality, on-going continuing professional development (CPD) on SEND.

| Key Performance indicator | Action to be taken | Who will deliver and monitor the action | When the action be taken/evaluated | Resources needed |
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| 8.1 Induction programmes for new staff include a strong focus on positive attitudes towards, and high expectations of inclusion for, pupils with SEND. | 1. Programme of SEN training developed for all staff and evidence uploaded on to <i>Portfolio</i> . 2. <i>Meet and Greet supply survival guide</i> produced for supply staff. | SENCOs | 22.12.17 | - Time to produce guide and cost of copying. - Portfolio |
| 8.2 The SENCO's strategic role includes the mentoring and coaching of teachers, support staff and governors to improve the standard of teaching, inclusion and support for pupils with SEND. | 1. Develop ways of working for SENCOs and wider team. Including opportunities for mentoring/coaching of TAs and other relevant staff. | SENCOs | 22.12.17 | - Time to produce guide and cost of copying. - Portfolio |
| 8.3 Progress and attainment data for pupils with SEND informs decisions about whole-school CPD and additional training for individual members of staff. | 1. Upload evidence of staff training (CPD) and development of Programme of SEN training (for all staff). 2. Upload evidence of wider training opportunities for individual teaching and support staff. | SENCOs/whole staff | 20.7.18 | - Time to develop and deliver programme - Portfolio |
| 8.4 The school undertakes an annual audit of staff skills and knowledge of SEND and inclusion that informs the CPD programme for the following | 1. Produce and complete whole staff audit 2. Incorporate into annual SEN CPD planning. 3. Upload evidence of SEN staff | SENCOs Whole staff SENCOs | 14.2.18 20.7.18 | - Time to develop and complete audit - Portfolio |

| year. | audit | | | |
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| 8.5 The SEND and inclusion CPD requirements of all staff members are discussed as part of performance management or appraisal processes. | 1. Continue to develop SEN support staff Appraisal (in line with teaching staff appraisal cycle). | SENCos | 22.12.17 | - Time to develop and complete appraisal |
| | 2. Upload evidence of ETAs/support staff appraisal cycle | SENCos | 14.2.18 | - Portfolio |
| 8.6 All teachers are trained to enable them to hold effective and constructive conversations with parents of | 1. Develop staff structured conversations re. SEN related CPD. | SENCos | 14.2.18 | - Time to develop and hold structured conversations. |
| | 2. Upload evidence of staff structured conversations re. SEN related CPD. | SENCos | 20.7.18 | - Portfolio |