SEND Action Plan 2018/19

Blackwater Primary School

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| Objective | Actions | Timescale | Resources | Monitoring | Success Criteria |
|  |  |  |  | What and Who? | End of term  | End of Year |
| Improve parental awareness of SEN procedures within Blackwater School. | * Send out a letter to all parents whose children are on the record of need, explaining procedures and dates of the year.
* Staff to be aware during parents meetings to talk about provision given
* SENCo to come up with a structure for parent reviews so all needs are met.
* Send out minutes and action of meeting for them to review in their own time.
 | Sep 18 & ongoing. | * A Letter pro forma
* Parent evening dates
* Pro forma of structured parent reviews
* Email addresses of parents.
 | * SENCO to create pro formas
* Teachers to make time in parent evenings.
* SENCO to write up minutes and actions and send to parents
* SENCO to monitor parent responses to this.
 | * All letters to be sent
* Remind teachers to disucss provision in October Parents meeting. Feedback needed
* First parent reviews to take place with new format.
 | * Embedded within the school
* All staff aware of how parents need to be informed.
* Monitoring parental feeling of changes to their awareness.
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| Implement a behaviour policy that is more inclusive to children with additional needs. | * Behaviour Policy to be shared with staff following last years collaboration in writing it.
* Share with parents
* Share with children
* Monitor effectiveness of policy in use and be flexible with making changes if necessary.
 | Autumn Term | * Staff training
* Policy sent out with newsletter for parents.
* During Thrive assemblies focus on different parts of the positive behaviour that is expected.
 | * SENCO and thrive practitioner to share with staff during an inset day in September.
* Headteacher to ok policy and send out to parents.
* Staff delivering thrive assemblies to plan for children’s understanding of behaviour expectations.
 | * Staff are aware and in agreement of policy.
* Parents have received policy and home school agreements have been signed.
* Thrive assemblies have a plan and children are responding accordingly.
 | * The Policy is being used throughout the school
* Children are aware of expectations and following these.
* Parents are in agreement with policy and are happy that the school is dealing with their children in an individual way.
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| Improve the effectiveness of interventions for on alert children. | * Use target tracker to update on alert lists.
* Maintain ‘on alert’ provision class lists
* Implement half termly supervision lessons to improve reflective practise.
* Train all staff for effective smart targets
* Review interventions every 6 weeks.
 | Sept 17 & ongoing | * Target tracker
* Staff meeting
* Staff Training
* Observation time
 | * Head Teacher & SENCO on target tracker
* SENCO evaluation of interventions
 | * 1st half term teachers to meet with SENCO to create on alert lists.
* Feedback from first monitored 6 week intervention.
 | * Interventions use smart targets to assess.
* On alert children making more progress in a shorter amount of time.
* Staff feel more empowered to implement ideas with SENCO present.
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| Improve effectiveness of Thrive programmes across the school. | * Agree Time in staff meetings for whole class screenings and identify potential new children.
* Thrive practitioners to have regular meetings to discuss progress being made by thrive children.
* Create school diary reminders to renew assessments
* Encourage more parental involvement for next steps
* Communicate with play therapists on new assessment sheets.
* Supervision session for staff working with thrive children to aid reflective practise.
 | Sept 17 & ongoing | * Thrive practitioner meeting
* Allocated ‘thrive’ time for practitioners
* School diary reminders
* Staff meeting time.
* Supervision time
 | * SENCO and V.V (Thrive practitioner) to agree when to meet (half termly)
* SENCO to share assessments with play therapists.
* SENCO to arrange supervision sessions and carry them out.
 | * All involved adults that work with the child to be aware of assessments and activities to be put in place.
* Diary dates added
* Practitioners to have met.
* Thrive renewals to have taken place and new children identified.
* First supervise session has taken place.
 | * Thrive children have all made progress as shown on assessments.
* Communication between adults involved with thrive children has improved.
* Reflective practise has been implemented.
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