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. |
| 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. |
| 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. |
| 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. |