Castle Hill Primary School – SEND ACTION PLAN 2022-23

Objective	Target areas	Success Criteria	Timescale /staff	Resources	Monitoring
Objective 1: C of P section 3 To raise progress and attainment of pupils on SEND register and increase the percentage of pupils who are closing the gap between themselves and their peers	• Track pupils and monitor effectiveness of provision for pupils using APO • Monitoring Phonics and early reading interventions in YR and Y1 • Catch-up intervention for Y2 in preparation for delayed Y1 phonics screen • Improving KS1 writing outcomes/raising expectations • Improving writing for SEN pupils now in KS2 • Target intervention for Speech and Language skills in EYFS and Y1	• SEND pupils engaged in learning – monitoring of access etc. • Pupil progress reviews through use of APO show pupils have moved on • Book looks show progression in work. (onus on teachers evidencing this in children's' mdrive folders) • Learning walks – class environment – classroom checklists – communication classroom, dyslexia friendly classroom etc. • Monitoring and improving provision and outcomes through new support plan format – saved on mdrive • Metacognition and self-regulation embedded in teaching both face to face and remote learning • Signposted reading and research/online CPD -focus on inclusion Support – shows impact	All staff Autumn term 1 SENDCo & LM	Twilight CPD and staff meeting for TAs and Teachers Autumn term 22	Book evidence scanned Pupil interviews logged Data reviews Staff reviews
Actions	• Ensure teachers are planning for SEND and vulnerable groups in blended learning- ongoing • SENDCo to advise teachers and regularly monitor and review. – half termly • SENDCo to monitor progress so children at risk of underachieving are identified quickly and their needs addressed- • Ensure there is a link between targeted interventions and work in class – monitoring support plans • Class provision maps are clear about the strategies and provision needed for SEN pupils. – half termly APO sheets				

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	• Continue to develop a pupil centred approach to target setting. – pupil discussions – logged on mdrive folders • Support teachers with creating positive, creative and inclusive learning environments, online training and mdrive resources. (Dyslexia Friendly) – learning walk				
Objective 2: Cof P 6.40 Develop parental engagement and involvement - focus on Pupil premium families and parents of pupils with SEN & vulnerable pupils.	• Improved engagement/ communication for parents of pupils with SEND; half-termly reviews. • Behaviour/emotional support • Parental feedback/ questionnaires • Increase in % vulnerable pupils meeting national expectations. • Attendance – especially unauthorised absences and monitoring Covid 19 absences	• Parents more confident discussing their child's needs • Parents better able to support at home especially with behaviour and social emotional support - THRIVE • Parent support skills improved in academic learning through blended learning online • Communication with class teachers in online classroom • Positive feedback • Pupils at risk - achievement improved • Pupils more resilient/ improved behaviour (links with Objective 1 – self-regulation	Agreed times for virtual parental sessions SENDCo & LM	Resources for workshops THRIVE training x2 staff EP support CAMHS	Parent survey CPOMS log communications Engagement spreadsheets
Actions	• Update school's 'local offer' for pupils with SEN. - September 2022 – leaflet on school website • Develop opportunities for Family learning – THRIVE support available for those families in need • Involve outside professionals where appropriate- enabling parents to access expert advice. - EP support, CAMHS • Refer and direct parents to support organisations such as Yorkshire Dyslexia Association. Family Support Group. - ongoing • Encourage EYFS parents to engage with online activities using Evidence Me – links with Purple Mash • Take suggestions and feedback from parents on topics for support. – questionnaire to parents Autumn Term 1 • School newsletter / Emails • Share parent partnership information for parents				

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Objective 3: CofP 6.37 Provision map delivers interventions which enable the achievement of pupils on the SEND register	The large majority (84%) of children with SEND make at least expected progress in reading, 88% maths, 88% writing • Early intervention - Speech and language screening EYFS/Y1 • Additional phonics boosters in Y2 to close the gap from lockdown • Continued Letters and Sounds KS2 (Phonics) for relevant children • Wave 3 Interventions to support basis skills within class • Toe by Toe or Beat Dyslexia - KS2 SEND (Reading programme) • Daily structured systematic Phonics for SEND reinforces the basic skills taught in class • Increased use of Reading focused ICT -- Accelerated Reader • Increased use of Maths focused ICT- White Rose Maths • Tailor teaching programme to promote independence in learning by SEND pupils.(link with Objective 1 self-regulation)	• EYFS Ensure very early identification of SEND and children onto monitoring an intervention from October in Reception • Rapid catch –up Phonics screening Y4 • SEND writing and maths across KS1 and KS2 to be the same or better than LA and National By July 2023 • Trained staff allocated to Y4 and Y5 - confident in delivery of specific interventions • Support timetables updated termly • Entry and exit data for each intervention group is consistently recorded and collated for evaluation and interventions are adapted in response • Provision Maps are monitored and regularly updated • APO sheets show improved outcomes	ALL staff –SENDCO DH/ KS leaders - SIP	Published data In school tracking systems	monitoring of files in each class and/ or with each intervention group Action plans - APO Learning walks Examination of ISP Targets Parents reports

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Actions	General: • Evaluate the impact of intervention through the use of appropriate baseline data specific to the programme using the APO • Considered deployment of TAs according to need & provision map • Discussions with parents - additional basic skills homework • SEND consultations half termly, class teacher/SENDCo to monitor progress and provision.				
Objective 4: CofP 6.64-6.71 Teaching and Learning. Adapt curriculum and sequence to pupils needs	• Subject leaders to take ownership of SEN provision in their subjects • Curriculum plan provides opportunities and ambition for SEN pupils • Curriculum intent, implementation and impact shows the quality of provision for SEND • Staff to understand that behaviour is communication and are self-reflective • Staff understand legal duties for SEND pupils	• By Summer 2023 100% of intervention teaching is good or better • By Summer 2023 100% of class teaching is good or better • Pupils are engaged and actively learning both in school and remotely • Catch-up Curriculum is matched to needs of SEN pupils • Pupils acquire knowledge and cultural capital for success • For SEN pupils expectation of independence for at least 20 minutes per lesson • Self-regulation and Metacognition to be embedded into lessons and learning • Behaviour incidents are reduced • SEND legal duties are met	ALL staff Monitoring See Monitoring schedule Above Subject leaders		Pupil discussions curriculum monitoring/ review
Actions	• Provide Peer support • Planning and differentiation for SEND • SENDCO to monitor closely the Learning Interventions and Provision Maps • SENDCO to undertake socially distanced structured pupil interviews (with their books) for vulnerable groups • Monitor provision for children with a EHCP through Support Plans				

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	• Trauma informed strategies training – EP • Review SEND policy • Consultation on SEND reforms green paper				
Objective 5: CofP 6.72-6.78 To update the SEN offer and refresh the schools approach to record keeping, with particular awareness of Covid safe strategies	• To provide support for pupils needing pastoral support • Clarify the needs of pupils classed as Teacher Aware and identify barriers • Increase awareness of school's own offer • Targeted support of EP to ensure barriers are identified	• SEN policy update will reflect changes to the mental health needs of pupils • Revised behaviour policy • Updates will reflect the true nature of pupils difficulties in light of Covid 19 • Support plans easier to monitor • Actions recorded • FS plan addressing needs and ensure access to curriculum is clear and progressive • THRIVE provision map • SEN audit and action plan • Notional budget set • High needs pupils – costed provision maps • Parent offer leaflet • School's local offer published on website • Reduced behaviour incidents on CPOMS	SENDCO and class teachers Teaching assistants Learning Mentor		drop-in sessions available with SENDCo Thrive assessments
Actions	• Update and major review of SEND and information report • Review medical needs policy • Update the schools SEN record and any related paper work, re-evaluating the SEN categories • Monitor pupil passports for pupils with global needs ensuring they meet their needs • Use chronologies to record actions • Use CPOMs to log and monitor all concerns/meetings • Update Thrive records and assessments				