

Priority: Whole school continuous professional development				Link to school development plan:
Success criteria	For all staff to have an awareness of speech and language difficulties and how to support children with these. For all staff to have an awareness of children with autistic spectrum needs and how to support them within the classroom/ outdoors, whole school events e.g assemblies			To be discussed with Head as the school development plan is being updated at the moment
How will performance and impact be measured?				
Action steps	By whom	By when	How measured	Progress
To identify appropriate CPD	SENCO	Feb 2021	Head to check with SENCo by Feb 2021 if CPD has been sourced	
For appropriate CPD training to take place	Outside agency e.g SALT, Complex communication and interaction team	Identify a training day – may need to be September 2021	Whole staff team use training to implement strategies to support children- measured by learning walks, observations of teaching, work scrutiny, assessment, data	

Priority: Parental role in whole school decision making around SEND				Link to school development plan:
Success criteria	For parents to be fully involved in policy making For parents to be fully involved in provision decisions For parents to be fully involved in their child’s development at school To develop a parent information booklet about SEND provision at the school			To be discussed with head as school development plan is being updated at the moment
How will performance and impact be measured?				
Action steps	By whom	By when	How measured	Progress
Invite parents to become part of a working party to develop policies and the local offer at school (also invite governors, staff and children to be part of this)	SENCo	February 2021	Head to check if the working party is in place by Feb 2021	
Working party to look at the school policies and local offer and the development	SENCo	Meetings in place and started by	Head to check when meetings are and ensure future meetings are planned well in advance	

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of a handbook for parents to inform about SEND provision at school, including interventions, local area support and wider support in regular meetings		April 2021		
To develop a non-negotiable plan of expectations for teachers stating Teachers must speak to parents half termly and include expectations for meetings	SENDCo	In place by Feb 2021	Head to check this is in place ready for meeting at the end of the spring first half term.	
Ensure parents have a voice around the provision offered to their children through half termly meetings	Teacher	By Feb 2021 and then ongoing throughout year	SENCo to check that all staff have arranged a meeting/consultation with parents of children with SEND to talk about provision ensure staff know this is a two way conversation for parents to offer their views	
Ensure parents are fully involved in their child's learning through half termly meetings	Teacher	By Feb 2021 and ongoing throughout year	SENCo to check that all staff have arranged a meeting/consultation with parents of children with SEND to talk about their child's development-ensure staff know this is a two way conversation for parents to offer their views.	
Priority: For children to be fully involved in SEND provision and decision making				Link to school development plan:
Success criteria	For children to be fully involved in policy making For children to be fully involved in provision decisions For children to be fully involved and consulted about their learning and asked what helps them To develop a parent information booklet about SEND provision at the school-children's voice to be included in this			To be discussed with head as school development plan is being updated at the moment
How will performance and impact be measured?				
Action steps	By whom	By when	How measured	Progress
Develop a children working party to support policy making	SENDCo	Feb2021	Head to check this is in place and meetings have started by Feb 2021	

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For there to be a non negotiable plan in place to ensure children have a voice in policy, provision and their own learning development	SENDCo	Feb 2021	Head to check this in place ready for Teacher/child discussions by Feb 2021	
For children to have a voice in their provision-what would they like and how will it help them to learn	SENDco/Teacher/TA	Feb 2021 and ongoing 1/2 termly	SENDCo/ Head to check this is in place	
Priority: For SEND data to be more robust to support holistic development of children with SEND				Link to school development plan:
Success criteria	For SEND data to be more robust to ensure children are making good progress in their learning			To be discussed with head as school development plan is being updated at the moment
How will performance and impact be measured?				
Action steps	By whom	By when	How measured	Progress
To investigate different SEND curriculums e,g 'P' levels	SENDCo	Feb 2021	Head to check which curriculum levels have been investigated	
Discussion with teachers to identify who is using what at the moment-discuss the importance of using correct assessment tools to ensure children's needs are being met	SENDCo	Staff meetings Jan 2021	Head to oversee this happens in Staff meeting	
Implement new curriculum levels and share with whole staff team	SENDCo	April 2021	Head to oversee this and check it is in place by April 2021	

Potential risks and how they will be managed

Due to Covid-19 initial meetings may have to be by an online portal to ensure safety of all
 Parents feeling uncomfortable depending on their life experiences when meeting-staff to build confidence and wellbeing of parents and highlight they are the experts
 Teacher work load and wellbeing-leadership team to ensure Teachers have time to manage meetings particularly if they have a high number of children in their class with SEND

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