

**SEND Code of Practice 2016/7 Action Plan:
The Henry Prince C.E. (C) First School and Nursery**

To respond to pupils who have or may have SEN	Action required – in bold
Review the quality of the differentiated teaching being provided to the pupil, and if necessary, improve teachers' understanding and implementation of strategies to identify and support vulnerable pupils.	Due to staffing changes this is an area we need to continue working on as was the case last year. Evaluate through whole school monitoring system. Agreement of what quality differentiated teaching looks like. Record sheet of what has been tried- if applicable. Review strategies available on the school intranet in staff meeting
Class/subject teacher to collate and scrutinise data (attendance, achievement, progress, in-school reports, parental concerns etc.) using national comparisons, formative assessment and other assessment tools the school may use.	Already in place - Data collecting processes for pupils with SEN. Pupil progress meetings. Pupils are no longer assessed in levels. School is using the Focus Education 9 point scale.
If pupil has additional needs e.g. is looked after, has medical needs, has emotional, social and mental health needs, etc., teacher to liaise with those with responsibility for ensuring success e.g. Designated teacher, Pastoral Head etc.	Responsibilities shared between staff. Clear identification of what these roles include and the support they offer to staff, pupils, families and links to external agencies
For higher levels of need, the class/subject teacher should liaise with the SENCo and a request to external agencies to provide advice and assessments should be considered.	Concern form prepared for this. To include -Criteria for requesting advice from external agencies.
If there are housing, family or other domestic needs, the SENCo might consider that a multi-agency approach might be required to respond to the pupil's needs.	Contacts identified and kept with pupil records.
The teacher, with support from SENCo, if judged necessary, should undertake an early discussion with parents and pupils to add information to the initial assessment on areas of strengths, difficulties and concerns.	Initial meeting with class teacher.

The school's core offer should be used to agree with parents and pupil, the best way to achieve outcomes sought for the pupil and to identify the steps needed to achieve these.	Senco provided meeting proforma to be used with parents. To be completed as required.
At this point, a decision needs to be made whether outcomes can be achieved by adapting the school's core offer or whether different to and additional from action is required.	School core offer at Wave 1 and 2 or at Wave 3 provision
A record should be taken of the meeting that includes the actions to be taken by the parent, the pupil and the teacher in order to reach the expected outcome. A clear date for review should be agreed.	Headteacher/Senco to complete.
The pupil's record on the school information system should be amended to identify the record of the meeting and a copy of the record should be provided to the parents.	System in place for publishing and issuing report to parents.
If it is decided the child has SEN i.e. requires special educational provision to be made for them, this decision should be recorded in the school records and parents formally informed.	Formal letter written by Senco and copy kept in pupil records.
The teacher working with the SENCo, should identify the action required to remove barriers to learning and put effective special educational provision in place.	Checklists in place for the four areas. Staff to share of information on evidence based interventions?
The provision offered should reflect a graduated approach and be delivered via a four part cycle:	
1) Assess. The teacher working with the SENCo should carry out an analysis of the pupil's needs. This assessment should be reviewed regularly and should be shared and discussed with parents.	CPD for staff in assessment. Staff to continue to use adapted IEP format.
2) Plan. The teacher and the SENCo should agree in consultation with the parents and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour along with a clear date for review.	Report format includes spaces to record these items.
The record should include any additional action needed to support transitions or preparation for adult life.	Report format includes spaces to record these items.
The support selected to meet the outcomes should be based on evidence of effectiveness. Staff who deliver the support should be knowledgeable and	CPD for TAs

skilful	
Parents must be informed of support provided, and where possible, should be involved to reinforce or contribute to progress at home.	Suggestions for this to increase involvement but consideration will be given to the impact on pupil and family e.g. fatigue.
3) Do. The teacher is responsible for the daily work with the pupil to attain outcomes. If support is provided away from the classroom, teachers still retain responsibility for progress and should work closely with those delivering the support to plan and assess impact and to link the work to classroom teaching.	Staff to hold discussions on how this will be delivered and monitored within school. Consider addition to curriculum planning format.
The SENCo should support the teacher in further assessment of the pupil's strengths and weaknesses, in problem solving and advising on the effective implementation of support.	Assessment tools in the four areas have been identified.
4) Review. The impact of the support should be reviewed and the classteacher working with the SENCo, and in consultation with the parent and pupil, should revise the support in light of the progress achieved.	Identification of tools to review impact and record this in an accessible way for parents
If a pupil continues to make less than expected progress despite evidence based support and interventions matched to their areas of need, the school should discuss with parents the need to involve outside specialists.	Criteria and process to involve external specialists are identified.
The SENCo, teacher, specialists and parents should consider evidence-led teaching approaches, equipment, strategies and interventions that may be utilised to support pupil progress.	Form now includes input from external specialists, pupils and parents, record their input and the agreed outcomes plus the review date.
The provision should aim to deliver the outcomes agreed and a termly review date set where the teacher, supported by the SENCo, can discuss progress achieved with the parents. The views of the pupil should be included in these discussions.	
A record of the outcomes, action and provision agreed in the discussion should be shared with appropriate school staff and a copy given to the parents. The school information management system should be updated as appropriate.	Parents will be given a written record of key discussion points. A copy will be kept with the pupils records.
Where despite relevant and purposeful action to identify, assess and meet the SEN of the pupil, they have not made expected progress, then the school and/or parents should consider requesting an Education, Health and Care assessment.	Senco will refer to LA for EHC assessment providing evidence on progress/interventions/reports from external agencies/parents/pupils.

