

Subject Specific Action Plan 2022-2023		
Subject: SEND	Co-ordinator(s): Rachel Felton	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
<ul style="list-style-type: none"> To monitor how children who are at SEND Support K are accessing the curriculum so that the outcomes for children with SEND are in line with national averages. 	<ul style="list-style-type: none"> ➤ RF to carry out Deep Dives of SEND across the federation. ➤ RF/subject leads to look at the foundation subject assessment grids and collate attainment and progress data for children with SEND. ➤ RF/subject leads to collate attainment and progress data for children with SEND for core subjects. ➤ Review at the 3Is for the curriculum and subjects and how they relate to SEND. ➤ RF to work with subject leads to look at provision for children with SEND within the subjects. ➤ Lesson visits to foundation subjects to evaluate how children with SEND are being supported. ➤ RF to collate and review the 7Cs progress tracker data for all children who are identified at SEND support K. 	<ul style="list-style-type: none"> ▪ Children will be able to access the full curriculum. ▪ Children will be making good progress within the foundation subjects. ▪ Children will be making good progress within the core subjects. ▪ Children's outcomes will be in line with national averages.
Priority Two: Quality Provision	Action(s):	Success Criteria:
<ul style="list-style-type: none"> To ensure that those children with SEND needs are able to access reading and understand the enjoyment books can provide so that their reading improves. 	<ul style="list-style-type: none"> ➤ RF to meet with VL and SCh to assess the reading needs of those with SEND. Ensure that books are accessible to allow children to flourish ➤ RF/subject leads to collate attainment and progress data for children with SEND for reading and phonics. ➤ RF to look at QFT for reading and see how this can be developed. Share ideas with staff. 	<ul style="list-style-type: none"> ▪ Children with SEND will be well supported with their reading. ▪ Children with SEND will develop a love for reading.
Priority 3: Resources	Action(s):	Success Criteria:
<ul style="list-style-type: none"> To review the current provision map and ensure that it shows impact for all children who are receiving interventions so that we have a clearer picture of the impact of provision across the federation. 	<ul style="list-style-type: none"> ➤ RF to look at the provision map to find one that captures impact, but not onerous for staff to complete. ➤ RF to share with staff about how to complete the new provision map. ➤ RF to monitor the provision map and edit if needed. 	<ul style="list-style-type: none"> ▪ The provision map will demonstrate the clear impact of the provision being provided. ▪ The provision map will be more streamlined.

Priority 4: Wider- Engagement	Action(s):	Success Criteria:
<ul style="list-style-type: none"> To develop the parental engagement for those children with SEND so that parents are more involved in their child's provision and learning and they know how to support at home. 	<ul style="list-style-type: none"> ➤ Staff to reinstate meeting with parents to share and co-produce learning plans. ➤ Teachers to receive training on working with parents. ➤ RF to reorganise the SEND page on the Federation Website so that it is more user friendly. 	<ul style="list-style-type: none"> ▪ Parents will feel that they are part of their child's education and supporting their SEND needs. ▪ Parents will co-produce the learning plans with teachers. ▪ Parents will be able to access the website for support and guidance.
Outcomes / Review (to be completed at the end of the year)		
Priority 1- Priority 2- Priority 3- Priority 4-		