

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Availability of written material in alternative formats	The school makes itself aware of the services available through LA for converting written information into alternative formats	Parents can request docs in home language as needed and availability in other formats to be added to panel	Q1	Check all communication with parents.
	Curriculum is more accessible and relevant to all pupils Taught curriculum takes account of differing needs and learning styles of pupils	<ul style="list-style-type: none"> • Focus on key skills, particularly collaborative ways of working. • Behaviour: monthly item on SLT and SGT agenda – tracking of pupils with Record of Behaviour (ROBs) slips help identify further areas of CPD for staff and support for identified pupils. • Identify amber children to be supported by Headstart • Refer to Behaviour Support Team CFCS & Educational Psychologist where appropriate 	<p>Levels of academic attainment and socio-emotional levels of interaction are improved for identified groups</p> <p>Amber children supported to develop increasing resilience</p>	<p>Q1-4</p> <p>Q3 & Q4</p> <p>April 2018</p> <p>Ongoing</p>	<p>Trends are identified</p> <p>Exclusions are pre-empted and reduced.</p>
	Assessment procedures improved for pupils with SEN Support	<ul style="list-style-type: none"> • Teachers meet with TAs before SEN reviews to update various assessments B tracker and Inclusion Action plan ; these are moderated with DHT & Assessment Lead • SEN Support plans in place and updated termly for children with HNF 	<ul style="list-style-type: none"> • Demonstrable progress rec2 additional sessions information on pupil needs & difficulties including cover staff. • Reviews timetabled for whole year, parents invited, CTs and TAs attend termly • Pilot use of MAPP to 	<p>Q1-4 plus two extra sessions</p> <p>Oct/Nov 17</p> <p>Jan/Feb 18</p> <p>April/May 18</p>	

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
		<ul style="list-style-type: none"> • Termly Review meetings, Annual review for High Needs Funded &EHCP pupils • Handover meetings; class and group 	<p>demonstrate progress</p> <ul style="list-style-type: none"> • Handover for pupils is effective 	June/July 18	
	An interesting, varied, relevant curriculum is available for children with SEN Support	<p>Increased options to access Life skills</p> <ul style="list-style-type: none"> • Gardening , cookery, Domestic science horse riding, gym and shopping skills 	<p>Gymn & Horse Riding 'Our House' timetabled and in use by classes and individuals</p> <ul style="list-style-type: none"> • Shopping in the local area 	Q1, Q2&3 Q4	Children's spatial awareness and sense of belonging to the community increased
	Support for pupils is targeted and appropriate	<ul style="list-style-type: none"> • Intervention reading /phonics programme5 from Years 1-4 • Referrals to SALT, EP LCIS/CNDS where necessary • Booster teachers in Years3/4 &5 	<p>Targeted support</p> <p>Number of pupils with severe literacy difficulties clearly identified by end of each phase from EYFS</p>	Spring 18 Q3&4	SLAs increased number of children with difficulties screened before full assessment of dyslexia
	ICT used effectively to support SEN pupils	<ul style="list-style-type: none"> • Laptops and iPads available for use • EAL children: access to phonic apps and language programmes • Coomber Listening Stations to support EAL Mid phase Arrivals with little or no English 	<p>Increased receptive and expressive language.</p> <p>Increased rates of progress in English for this group</p>	Q1-3 Q4	Increased access to ICT for children with HNF
	Homework takes account of needs of all pupils	<ul style="list-style-type: none"> • Inclusion surgeries/coffee mornings to support parents with strategies to help their 	<p>Parents of SEN pupils feel empowered to help pupils at home; feedback from pupils</p>	Q1-4	

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		children with homework.	MAT homework more 'stretching' wanted		
	Relevant access arrangements for SATs KS1&KS2	<ul style="list-style-type: none"> Apply for access arrangements on line for KS2 children with SEN Support 	Children access additional support during test conditions as approved by DFE	March- April 2018	Access applied for
	Staff and governors aware of Head start project ,roles and responsibilities	<ul style="list-style-type: none"> Governors to be updated of outcomes of Staff meeting PDM set for training part of awareness raising 	All involved in school aware of their responsibilities and expectations of becoming a Head Start School	Q3 - Q4	
Medium Term	Curriculum appropriately differentiated for all pupils; staff training effectively targeted	<ul style="list-style-type: none"> Training to include: ICT, physical restraint, team teach, sign along, SCERTS training, SLT, new staff/new pupil needs – induction and training as required. Annual CPD plan to include SEN training needs (arising from school identified and performance management identified) 	Teachers are able to more fully meet the needs of children with SEN and disabled children with regards to accessing the curriculum	Q1-Q4	
	Assessment procedures improved for SEN Support pupils	Person centred reviews Video clips of all round engagement with the curriculum both on and off site	All pupils with SS have PCR as part of the Annual Review process	Q1 -4 June July 2018	Two successful presentations by pupils
Long Term	<ul style="list-style-type: none"> Develop use of medical room for physio table and or sickbay 	<ul style="list-style-type: none"> Prepare proposal for SLT to consider Discuss with GB 	First Aiders can carry on their responsibilities towards pupils in a calm environment	Q4	

