



Northcote Primary School

School Development Plan for SEN - September 2018 – July 2019

Priorities for Special Educational Needs

1. Completion of learning Walks around our school.
2. Support the effective identification of children's barriers to learning and additional needs, internally and through external support.
3. Ensure that SEN children who are not working at age related expectations be tracked are tracked robustly.
4. Creation of 'Supporting Children and Young People with Medical Conditions in School' Policy. All policies must be up to date and on the webpage. Creation of a Medical Register, as part of SEND.
5. Parental Engagement must be improved upon. OPPs must serve as a collaborative tool, parents must be aware of the provision that their child is in receipt of and parents must be aware of how to support their child to make progress both academically and in social and personal development.

Actions	Success Criteria	Lead Person	Timescales	Evidence base Why do we need to address this?	Evaluation
1. Completion of learning Walks around our school.					
Complete learning walks around our school and classroom observations, focusing on SEN provision. These will be evidence via observation forms and learning walk evaluations.	A monitoring cycle must be in place stating when SEN focus learning walks will take place and it must be adhered to. C. Gore will make SEN provision the focus of her performance management observations in the Spring term.	C.Gore (SENDCo)	During Spring 2019 and Summer 2019.	Learning walks and sharing good practice in general are becoming increasingly popular at Northcote Primary School, creating a more positive attitude to observations and monitoring. A specific focus of this must be related to the provision for children with Special Educational Needs, to ensure that those children are receiving the highest standard of education, that they are included and that any barriers to learning that can be removed are removed.	
2. Support the effective identification of children's barriers to learning and additional needs, internally and through external support.					
SEN Files will be collected every term and analysed during monitoring sessions with both SENCOs. Targets will be set for colleagues where required and the achievement of these targets will be monitored the following week. Monitoring of provision maps to ensure targeted support that is	SEN files will be submitted by all members of staff each term, including signed OPPs, OPP reviews, evidence to support OPPs and all relevant PIVATs. All teachers, SEN Pupils and Parents of children with SEN will be aware of OPP's and will have signed these and collaborated in creating targets. All staff will be aware of	C.Gore (SENDCo)	<u>21st September</u> -Autumn provision maps must be in place, and Autumn One Page profiles <u>14th December</u> -Autumn provision maps and OPPs must be evaluated	SEN Files must be kept up to date, with regular OPPs being completed, including pupil (KS2) and parent voice. These OPPs must also inform planning and differentiation. Provision maps should include ALL children who are on the SEN and MaS register, and interventions must have a valued impact. For this to be	

appropriate to area of need is organised. External agencies to contribute where applicable.	new time frame attached to completion of OPPs and the reviews.		<u>18th January</u> - Spring provision maps must be in place, and Spring One Page profiles <u>4th April</u> -Spring provision maps and OPPs must be evaluated <u>12th July</u> -Summer provision maps and OPPs must be evaluated	ensured, interventions and provisions maps must be regularly updated. Additional support must be in place for RQTs in school. Interventions listed on OPPs must be included properly on provision maps	
3. Ensure that SEN children who are not working at age related expectations be tracked are tracked robustly.					
Based on their individual starting points, children identified as having a SEND will make progress in reading, writing and mathematics and other aspects of development. SENDCo will complete termly analysis of data relating to vulnerable groups including SEND. Teachers will be informed of the process of P Levels, and reminded of the external training they received. When completing SEN Monitoring, files and O'Track will be checked for P Level use, where appropriate.	High Quality teaching across the school. Based on the starting points and the regular use of assessment children with SEND will make progress in reading, writing, maths and other areas of development. Children with SEND are prepared for the next stages of development, including preparation for adulthood. Children who are on the SEN Register will be given rigorous and robust targets via pupil progress meetings, and if they are working significantly below their age related expectations (even below year 2) they will be assessed via PIVATs 5.	C.Gore (SENDCo)	From September 2018 for relevant SEN children	Children who are on the SEN Register must be given rigorous and robust targets, and if they are working significantly below their age related expectations they must have P Levels completed on them. These will be included in SEN files and on O'Track. Introduction and use of PIVATs 5 throughout school must be utilised.	
4. Creation of 'Supporting Children and Young People with Medical Conditions in School' Policy. All policies must be up to date and on the webpage. Creation of a Medical Register, as part of SEND.					
The following Policies will be reviewed annually and put on the webpage for parent's information: SEND Policy School Offer Accessibility Plan The following Policy will be reviewed annually: SEN Information Report The following policy will be created, approved by Governors, reviewed	All relevant policies will be checked, adhered to and advertised on the website. A medical Register will be completed and shared with Office staff, the senior First Aider and SLT. Children with presenting needs on the register will be supported by staff with knowledge of their condition and adequate training will be put in place.	C.Gore (SENDCo)	20 th September-5 new SEND Policies were discussed at Governors meeting and agreed. Will be put onto website once new website is live. ALL MEDIC ALERTS MUST BE ON DISPLAY IN STAFF ROOM, IN INFORMATION FOR SUPPLY BOOKLET IN EACH CLASSROOM AND WITH MARTIN	All relevant policies will be checked, adhered to and advertised on the website. A medical Register will be completed and shared with Office staff, the senior First Aider and SLT. Children with presenting needs on the register will be supported by staff with knowledge of their condition and adequate training will be put in place.	

<p>annually and put on the webpage for parent's information: Supporting Children and Young People with Medical Conditions in School</p> <p>A medical register will be created. All staff working with children on the register will have awareness of their needs and will receive any necessary training.</p> <p>Medic alerts will be displayed in the staff room for all staff and kitchen staff will be made aware of any specific dietary needs.</p> <p>The Medical register will be reviewed annually/when new children will medical needs arrive.</p>					
<p>5. Parental Engagement must be improved upon. OPPs must serve as a collaborative tool, parents must be aware of the provision that their child is in receipt of and parents must be aware of how to support their child to make progress both academically and in social and personal development.</p>					
<p>Class teachers and parents develop OPPS to capture the provision and SMART targets for children identified on the SEN Register. These targets are reviewed termly. SENDCo is part of the process when required.</p> <p>Parental courses are well advertised by school and, where possible, take place within school grounds (to remove barriers).</p> <p>SENDCo phone and email details are regularly advertised on the school newsletters, and SENDCo is available for meetings at parent evenings, based in the hall.</p>	<p>Children, parents and staff are all aware of the agreed SMART targets and the agreed approaches to removing barriers and meeting educational needs.</p> <p>Children, staff and parents understand what they need to do to improve in maths, writing and reading or any other identified barriers such as SEMH or communication and interaction needs. This will be captured in progress meetings.</p>	Teachers and SENDCo	<p>OPPS and provision maps are completed at the start of each term and reviewed at the end.</p> <p>The first parents evening will take place on the 1st November. There will be three in the year.</p> <p>SENDCos details are regularly advertised on newsletters.</p> <p>Your Child's Life course restarts, in school, on 6th November.</p> <p>CAMHS training for parents delivered, in school, on 6th December 2018</p> <p>SENISS coffee afternoon, in school, on 17th January 2019</p>	<p>We must work in partnership with our parents and other stakeholders, to ensure that the best possible outcomes for our children with special educational needs are achieved.</p> <p>It is only through this collaboration, that barriers will be removed and that children will make relevant and sufficient progress, relative to their starting points.</p> <p>The SEN Code of Practice rightly states that parents/carers will be fully involved in decisions about their child and what they want to achieve.</p> <p>Pupil and parental satisfaction is captured through pupil and parent voice questionnaires.</p>	