

School-led Action Plan



Objective 1

The school demonstrates a commitment to achieving and maintaining the SEND Inclusion Award, including informing relevant stakeholders.

Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
1.1 Coordinated by the school SENCO, the working group is in place.				
1.2 The statement of commitment is signed and stored in the portfolio of evidence.				
1.3 A commitment to achieving the award, and information about the award, is shared with all key stakeholders.				
1.4 Local partners have been informed about the award and have been encouraged to become involved.				
1.5 The school self-evaluation has been completed.				

(continued)

Objective 1 *(continued)*

The school demonstrates a commitment to achieving and maintaining the SEND Inclusion Award, including informing relevant stakeholders.

SEND
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Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
1.6 Information from the school self-evaluation has been used to inform action planning.				
1.7 The Action Plan has been fully completed and shared with all key stakeholders.				
1.8 The school's improvement plan includes strategies for award achievement and for maintenance of the award.				
1.9 The Action Plan is regularly monitored, progress is evaluated and the findings are shared and acted upon.				
1.10 All key partners are regularly updated and involved with developments and progress towards achieving the award.				

Objective 2

The school's SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
2.1 The school has a SENCO in post who is a qualified teacher and has completed, where required, the National Award for SEN Coordination.				
2.2 There is clear line management of the SENCO by a senior leader.				
2.3 The school has an up-to-date SEND policy and a SEN Information Report is available on the school website.				
2.4 The SEN Information Report includes information about staffing for SEND.				

(continued)

Objective 2 *(continued)*

The school's SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
2.5 The school has an accessibility plan in place that underpins an inclusive ethos.				
2.6 The school is fully accessible across the three areas of curriculum access, physical access and the provision of information.				
2.7 The SENCO's salary is allocated against core funding.				
2.8 Pupils with SEND engage in the activities of the school alongside pupils without SEND.				

(continued)

Objective 2 *(continued)*

The school's SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.

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Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
2.9 All teachers use and participate in the graduated approach (assess, plan, do, review) for pupils with SEND.				
2.10 Parents are always informed when the school is considering whether or not a pupil has special educational needs that may require SEND provision.				
2.11 Pupils with SEND and their parents are full partners in all decisions.				
2.12 For pupils with EHC plans (or statements of SEND), the provision detailed in those plans is in place.				

Objective 3

There is strong and effective leadership and management of SEND provision.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
3.1 The school improvement plan has a strong focus on inclusive practice and improving outcomes for pupils with SEND.				
3.2 The SENCO advises governors and senior leaders on the use of the SEND budget.				
3.3 The senior leadership team can evidence effective use of the SEND budget.				
3.4 The SENCO has a clear vision of high aspiration for pupils with SEND.				
3.5 The SENCO provides strong leadership of SEND and inclusion across the school.				

(continued)

Objective 3 *(continued)*

There is strong and effective leadership and management of SEND provision.

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Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
3.6 The school has an anti-bullying policy in place that specifically addresses bullying and pupils with SEND.				
3.7 The SENCO manages record-keeping on SEND effectively.				
3.8 The SENCO reports termly to governors on outcomes for pupils with SEND.				
3.9 The SEND governor provides an effective level of challenge to the SENCO and other senior leaders.				
3.10 Evaluation of the impact of SEND provision is incorporated into the school self-evaluation process, including the programme of learning walks and lesson observations.				

Objective 4

Everyday teaching and learning for pupils with SEND is good or better.

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Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
4.1 All teachers understand that they have responsibility for the learning and behaviour of pupils with SEND in their classes.				
4.2 Teaching plans and approaches are used consistently to enable teachers to match teaching strategies and learning activities to the range of pupils' abilities effectively, including the use of ICT.				
4.3 Decisions about interventions and support for pupils with SEND are based on teachers' knowledge of individual pupils, the results of diagnostic assessments and research on evidence-based programmes.				
4.4 The deployment of support staff is effective and informed by research and the school's own evaluation of impact.				
4.5 Adult support is focused on improving the independence of pupils with SEND and preparing them for adulthood.				

(continued)

Objective 4 (continued)

Everyday teaching and learning for pupils with SEND is good or better.

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Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
4.6 The SENCO, teachers, teaching assistants and other support staff work well as teams.				
4.7 Support staff are well trained and kept appropriately informed about pupils with SEND.				
4.8 The school makes effective use of advice and support from external agencies and monitors the impact of this advice and support on outcomes for pupils with SEND.				
4.9 The school liaises with partner schools and settings to provide continuity of expectations and outcomes across key transitions for pupils with SEND.				
4.10 The school works in partnership with other settings, schools, local and national charities and other organisations to widen opportunities for learning and participation for pupils with SEND.				

Objective 5

There is an effective system for identifying pupils' special educational needs.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
5.1 Progress is assessed regularly and data is thoroughly analysed.				
5.2 Pupils' learning and other needs are identified as early as possible.				
5.3 A range of appropriate assessments, available in-school and from external sources, is used to identify specific barriers to learning.				
5.4 Assessment information is shared with all staff involved with the pupil and is used to plan appropriate support and interventions.				

(continued)

Objective 5 (continued)

There is an effective system for identifying pupils' special educational needs.

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Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
5.5 Pupils with SEND have access to high-quality inclusive teaching in addition to any additional SEND provision.				
5.6 A range of interventions and resources (including ICT) to address pupils' SEND is available or can be sourced speedily.				
5.7 Progress data for pupils with SEND is used to inform lesson planning and strategic developments, including staff CPD.				
5.8 The impact of all additional or different provision for pupils with SEND (including interventions and adult support) is thoroughly monitored and evaluated.				

Objective 6

Pupils are actively involved in decision-making about, and the delivery of, their own SEND provision/support.



Key performance indicator

6.1 Wherever possible, pupils are aware of, and play a part in planning, their own support and interventions.

6.2 Questionnaires, focus groups and other strategies are routinely used to ascertain the views of pupils with SEND about their support, their teaching and learning, and their inclusion in other aspects of school life.

6.3 Pupils are provided with the information and support necessary to enable them to participate in decisions about their SEND provision.

Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed

(continued)

Objective 6 (continued)

Pupils are actively involved in decision-making about, and the delivery of, their own SEND provision/support.



Key performance indicator

6.4 Pupils with SEND are always involved in at least part of meetings or conversations between their parents and teachers.

6.5 Pupils with SEND know their learning targets and understand what they need to do to achieve them.

6.6 Feedback from pupil questionnaires and focus groups is shared with governors and other key stakeholders and directly influences school SEND and inclusion policies, provision and practice.

	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed

Objective 7

Parents are actively involved in decision-making about, and the delivery of, their children's SEND provision/support.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
7.1 Teachers meet with parents of pupils with SEND at least three times each year and provide an annual report to parents on their child's progress.				
7.2 The views of parents on their child's progress, inclusion and well-being are sought regularly in addition to scheduled meetings/conversations.				
7.3 Parents are full participants in planning the support and interventions for their children.				
7.4 Learning targets and desired outcomes are agreed and reviewed at meetings/conversations with parents.				

(continued)

Objective 7 *(continued)*

Parents are actively involved in decision-making about, and the delivery of, their children's SEND provision/support.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
7.5 The school offers help and training to parents of pupils with SEND so they can better support their child's learning at home.				
7.6 Parents are fully involved in planning for all key transitions and are kept informed at all stages.				
7.7 The school gathers evaluative feedback from parents in relation to the quality and relevance of its SEND and inclusion policies, practice, procedures and developments, and its strategies for consulting with parents.				
7.8 Parents' responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken.				

Objective 8

The school is committed to providing high-quality, on-going continuing professional development (CPD) on SEND.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
8.1 Induction programmes for new staff include a strong focus on positive attitudes towards, and high expectations of inclusion for, pupils with SEND.				
8.2 The SENCO's strategic role includes the mentoring and coaching of teachers, support staff and governors to improve the standard of teaching, inclusion and support for pupils with SEND.				
8.3 Progress and attainment data for pupils with SEND informs decisions about whole-school CPD and additional training for individual members of staff.				

(continued)

Objective 8 *(continued)*

The school is committed to providing high-quality, on-going continuing professional development (CPD) on SEND.



Key performance indicator	Action to be taken	Who will deliver and monitor the action?	When will the action be taken/evaluated?	Resources needed
<p>8.4 The school undertakes an annual audit of staff skills and knowledge of SEND and inclusion that informs the CPD programme for the following year.</p>				
<p>8.5 The SEND and inclusion CPD requirements of all staff members are discussed as part of performance management or appraisal processes.</p>				
<p>8.6 All teachers are trained to enable them to hold effective and constructive conversations with parents of pupils with SEND.</p>				