



A therapeutic approach to positive behaviour management

To prepare our children for their futures.

Environment

So that children have a greater appreciation of the world around them.

Possibilities

To build aspirations and know available possibilities for children's future lives.

Togetherness

To create a sense of belonging and understanding of others.

September
2023-2024

Action Plan for SEN

Key Priorities

Area to be Developed Action to be Undertaken	Who is taking lead responsibility, How?	Link to drivers	Governance Will governors be involved and if so how? Governors questions	What are the timescales for the improvement?	What are the mechanisms for achieving improvement?	Budget or cost Implications including: Training resourcing	How will we recognise when we have made the improvement? Impact (Expected and Actual-attainment/progress/st andards)
To support all staff in providing children with SEN with an inclusive education and school experience, through ongoing assessment, reflection, dialogue, mentoring, specialist targeted training and seeking professional support when necessary.	SENCo, Head teacher, assistant head teachers	Therapeutic approach, Environment, possibilities, Togetherness	No	Ongoing	Effective delivery of and training in the Ordinarily Available offer to all staff. Staff meetings, professional dialogue, , implementation of SEN Concern Referral log, effective use of CPOMS, and purposeful observation across all year groups. Sen Training sourced from SEND Ops and	Possibly training costs in direct response to changing needs. Possible resources in direct response to changing needs. SENCO Time	All staff will confident in delivering inclusive practice as outlined in the Ordinarily Available offer. Staff who work daily with children on the SEN register will feel confident to support them and know their targets, thus be able to ensure children can take next steps in their learning and development which will allow them to progress,



					<p>external providers for staff and teachers.</p> <p>Continued development of effective data tracking, sharing and reporting strategies. Effective vigilant sharing of children causing concerns and fast implementation of stringent measures to raise attainment and improve stage appropriate development for them.</p> <p>Need specific training given to all staff working with children with SEN focussing on understanding and solution based strategies.</p> <p>Outside agency support and referral sought for children who require additional levels of support quickly and efficiently.</p> <p>EHCP applications made for children who require additional</p>		<p>however that may look for each individual child.</p> <p>Inclusive practice and delivery of the Ordinarily Available offer will be measured through Lesson Study, SEF and Appraisal.</p> <p>Data Tracking will be accurate, completed each half term and reported to SLT.</p> <p>Effectiveness of intervention will be measured and reported to class teachers.</p> <p>Data, need and provision will be clearly correlated.</p> <p>EHCP Applications will be successful</p> <p>Referrals to external professions will be successful and advice will be fulfilled.</p> <p>Inclusion Partner and SEND Ops EP support will be secured when needed.</p>
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					<p>levels of support quickly and efficiently.</p> <p>SENCO to work with SEND Ops Team at ECC to sure additional professional support when possible.</p>		<p>All SEND Referral Forms will be actioned in a timely manner with refers kept updated on all outcomes.</p>
<p>To review and implement the SEN policy in the most effective way.</p>	<p>SENCo and all staff.</p>	<p>Therapeutic approach, Environment, possibilities, Togetherness</p>	<p>All governors have termly updates from the SENCO.</p>	<p>Ongoing</p>	<p>SEN Policy to be reviewed and updated termly.</p> <p>Regular termly assessment and observational monitoring of SENCO practices by SLT.</p> <p>Close monitoring of Teacher and Intervention assessment, to ensure an immediate response to changing needs.</p> <p>Participation in Strategic Review Meeting with SEND Ops ECC</p> <p>Transparent policy and systems. Ongoing honest dialogue with parents and carers.</p> <p>Succinct One Planning and Assess, Plan, Do</p>	<p>SENCO Time</p> <p>Training all staff in Ordinarily Available.</p> <p>SEN LSAs and Class based staff training in intervention delivery.</p>	<p>A staff and parental survey will be taken at the end of the year to measure the success of new procedures put in place.</p> <p>Outcomes from Strategic review meetings.</p> <p>Children will make expected and/or accelerated progress.</p> <p>Graduated approach cycles will be purposeful, timely, recorded and demonstrate progression and individual assessment in all areas of need.</p>



					<p>Review cycles will take place.</p> <p>Information about SEN Support to be available at all parent workshops alongside main focus, promoting inclusivity and to share information throughout the school year.</p>		
<p>To ensure all interventions are delivered purposefully, consistently, measured and impact is monitored in order to support 'narrowing the gap' across the curriculum for SEN children.</p>	<p>SENCo and all staff.</p>	<p>Therapeutic approach, Environment, possibilities, togetherness</p>	<p>No</p>	<p>Termly</p>	<p>Continue with existing intervention programmes alongside in class support from SEN LAS's</p> <p>Support the implementation of class based intervention in line with Ordinarily Available provision guidance.</p> <p>Deliver staff training in new interventions with good evidence based results.</p> <p>SENCO to prepare timetables for interventions & support (SEMH, SALT etc)</p>	<p>6 x SEN LSA's delivering 1:1 support and the following measurable interventions :</p> <ul style="list-style-type: none"> *Thrive *SALT * EPS Maths * Bearing Away * Write from the start * Musical Communication * ELKLAN Sound Builders * Personal hygiene support * Number Stacks *Intensive Interaction <p>Commissioned Educational Psychologist Time to produced planning to support children with greatest need. 5 x £430.</p>	<p>Assessments and tracking will have greater impact on children learning and progress.</p> <p>All children making expected to good progress.</p> <p>Children will be tracked half termly and the gaps narrowed.</p> <p>Intervention pyramids for each of the 4 categories of need to show clear identification pathways and escalating levels of intervention to meet increased degrees of need.</p>



					<p>Children to make accelerated progress.</p> <p>Half Termly assessments will be made by teachers to measure in class success of interventions.</p> <p>Interventions will be baselined and assessed again at the end of the block.</p> <p>New interventions will continuously be researched and implemented.</p> <p>To commission Educational Psychology assessments for those children with the greatest need for whom existing support is not leading to progress.</p>	<p>Training costs in direct response to changing needs.</p> <p>£500 Resources in direct response to changing needs. Attention Autism, Elklan, Thrive</p>	
<p>For all EHCNAs, Annual Review and One Plan meetings to be managed effectively and timely within statutory guidelines.</p>	<p>SENCo and all staff.</p>	<p>Possibilities Therapeutic</p>	<p>No</p>	<p>Ongoing</p>	<p>One planning to be carefully managed and timed to be optimal to the individual child.</p> <p>Secure Provision Map software used to ensure central</p>	<p>SENCO Time + Class Teacher Time + Office Administrator Time to assist during meetings.</p>	<p>Case files to be up to date at all times.</p> <p>Parents and children to be fully involved in all meetings.</p>



					<p>information sharing and record keeping that follows children from class to class.</p> <p>Meetings used to build a picture of the whole child & their needs.</p>		Teachers to be aware of where files are held and full access to Provision Map.
<p>To continue to develop straightforward procedures and systems to support a range of SEN needs</p>	SENCo and all staff.	<p>Therapeutic approach, Environment, possibilities, Togetherness</p>	Yes	Ongoing	<p>Continued re-evaluation of procedures and pathways offered to children to ensure best practise and ROI.</p> <p>Implementation of the SENCO referral form to support Teachers in the early identification of children’s needs and creation of clear pathways of support for identified children with support from the SENCO.</p> <p>Individual Health Care Plans and Risk Assessments for children with Physical Special Educational Needs to be developed in conjunction with parents and class based staff to ensure</p>	<p>SENCO and SEN LSA Time - All interventions to be tracked via own data collection methods. Termly intervention reports to be produced by SENCO. Success of interventions measured bi Termly.</p> <p>SENCO and Teacher time to attend Individual Health Care Plan meetings and plan and prepare the implementation of IHCPs as necessary.</p> <p>Subscription based interventions with own software programmes for measuring success – Thrive, IDLS, ELKAN Sound Builders</p>	<p>Evidence of progress will be collected via Target Tracker.</p> <p>Evidence of success tracked on Tapestry and shared with home.</p> <p>One Planning to use this data to inform future Targets and evidence achieved Targets.</p> <p>Thrive Profiling data to be collected to inform action planning.</p> <p>Provision Mapping software to be used to create one secure platform to collect and share data which can be accessed by class based team, SLT and SEN Team.</p>



					<p>efficient deliver of care.</p> <p>Continue to support all staff in supporting SEN children. Including managing data and recording evidence in line with current school policy and systems.</p> <p>Evidence to build on the requirements of the Code of Practice.</p> <p>Quality evidence to be gathered to access statutory assessment.</p>		
<p>To recruit and line manage all SEN LSA's effectively to ensure positive outcomes for children with SEN, and the efficient coverage of need support across the setting. Ensuring inclusivity across the setting whilst enabling all children to be fairly educated effectively.</p>	SENCO	<p>Therapeutic approach, Environment, possibilities, Togetherness</p>	No	Ongoing	<p>Complete performance management reviews for all SEN staff.</p> <p>To offer continued support by listening and responding to any issues or concerns as they arise.</p> <p>To regularly support SEN LSA's within the classroom.</p> <p>To arrange relevant training for all SEN LSA's.</p>	<p>SENCO Time</p> <p>Training (Elklan Sound Builders, Thrive, Intensive Interaction)</p>	<p>PMR Proformas to be completed at each meeting. If required meetings with team members to be recorded.</p> <p>Intervention assessment records.</p> <p>Intervention attendance records.</p> <p>Staff timetables.</p>



					<p>Termly Team meetings on inset days. SEN LSA weekly team meetings fed back to SENCO.</p> <p>To seek professional support and training to support SEN LSAs in the delivery of the roles.</p>		
<p>Build secure relationships with external agencies to secure additional support for children with SEN or who need further professional investigation.</p>	<p>SENCO</p>	<p>Therapeutic approach, Environment, possibilities, Togetherness</p>	<p>Yes</p>	<p>Ongoing</p>	<p>To maintain and nurture good working relationships with SEND Ops team at County and use Essex based referral services to secure additional support to help meet children needs.</p> <p>To commissions high quality and productive assessment and intervention to support us meeting children's needs or to support with niche needs.</p> <p>To draw on professional services available to us through SENCo and SEN networks within our locality.</p>	<p>SENCO Time</p>	<p>Meetings with SEND Ops will take place within efficient timeframes and actions will be carried out effectively.</p> <p>Children be referred to services via the appropriate route using the correct referral processes.</p> <p>Outcomes from referrals will be implemented to support children's progress.</p>



MONTGOMERY

INFANT SCHOOL AND NURSERY
