



ST ANTHONY'S CATHOLIC PRIMARY SCHOOL

Headteacher Mrs C P Fox



TLR Subject Area: Special Educational Needs Mrs Tipney					
ACTION PLAN 2016/2017 Updated February 2017					
ACTIVITY	TIMING	PERSON IN CHARGE	COSTS	MONITORING / EVALUATION	SUCCESS CRITERIA
Update SEN Policy and SEN information report. Update on website.	Autumn Term by the end of December.	Angela Tipney Saira Pester		<ul style="list-style-type: none">Update SEN Policy, add in new changes to provision to SEN.Add extra information on transition within school.	Documents will be available on website, school staff will be aware of the changes, update staff during staff meeting.
Ensure children's attainment at universal level is being monitored to ensure that SEN children are being supported appropriately.	On-going Classroom observation	Rosie Hince Maggie Groarke Angela Tipney		<ul style="list-style-type: none">Progress is monitored through drop ins, SEN drop ins, scrutiny of work and planning	All classes will have improved use of QFT Strategies.
Provide coaching sessions to ensure that SEN Support plans are high quality and relevant to pupil needs.	During staff meeting Tuesday 15 th November 2016. Support during SEN consultations. Support during NQT meetings.	Angela Tipney Saira Pester Phase leaders Subject leaders		<ul style="list-style-type: none">Children's needs to SEN support level are identified and plans are drawn up and carried out by teachers and TA's	Children's SEN support plans will be active and effective. Review SEN support plan targets at the beginning and end of each term. Meet with phase leaders and subject leaders to monitor progress data and targets.

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Provide more specialist support for pupils with EHCPs/Statements e.g. individualised timetables, workstations, learning programmes, SALT	Review termly	Angela Tipney Saira Pester Class Teachers TAs		<ul style="list-style-type: none"> • Children's needs to EHC level are identified and plans are drawn up and carried out by teachers and TA's • Individual programmes updated by SENCO and Learning Needs teachers on a termly basis. • Annual Review of EHCP/Statement • Drop ins to monitor, support and review learning programmes on a termly basis. 	Children's programmes are active and effective. Progress measured through individual targets.
To embed an Inclusion team throughout the school	All year	Angela Tipney Saira Pester Cheryl Fox Jayne Hury Rosie Hince Maggie Groarke		<ul style="list-style-type: none"> • Ensure regular meetings throughout the year. • Meetings timetabled, agenda's drawn up and list follow-up actions. 	St Anthony's will have an inclusion team fully embedded throughout the school to ensure inclusion for all.

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To improve the early identification of children with SEN in Nursery.	Termly SEN Consultations Half termly meetings	Angela Tipney Saira Pester Mrs Coffey All Nursery teachers and TAs		<ul style="list-style-type: none"> • Small Steps books implemented for children with suspected SEN. • Half termly meetings with Nursery staff to identify SEN pupils and monitor progress through data. • SEN Consultation day with Nursery staff every term. • SEN drop ins and observations on a termly basis. 	Children with SEN are identified early and provision is made for them. Monitor data at SEN. Consultations each term.
To complete Pupil Profile at the end of academic year to improve transition for SEN children.	May 2017	Mrs Tipney Saira Pester Class Teachers		<ul style="list-style-type: none"> • Pupil profile sheets to be given to class teachers and kept in SEN files. 	Pupil profile sheets are updated and kept in class teachers SEN files.
To use PIRA and PUMA to track progress during SEN Consultations. Use this information to feed into the process of effective identification of children with SEN.	Termly	Mrs Tipney SMT Saira Pester Class teachers		<ul style="list-style-type: none"> • Data to be collated every term and analysed. • In SEN consultations teachers are asked about progress of SEN children. • SEN children who are not making good progress identified and addressed. • Attend half termly meetings with SMT, year group leaders, phase leaders to collaboratively monitor data. 	SEN pupils are identified, with supporting evidence.