



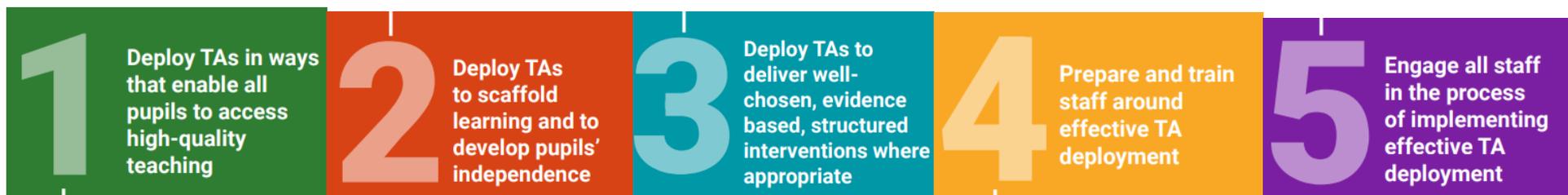
SEND priorities/action plan INCLUSION focus 2025-26



Priorities linked to EEF						6. SPECIFIC LEADERSHIP TARGETS – PERSONAL DEVELOPMENT
	<p>1. Create a positive and supportive environment for all pupils without exception</p> <ul style="list-style-type: none"> ✓ Promote positive relationships, active engagement, and well-being for all pupils ✓ Ensure all pupils can access the best possible teaching ✓ Adopt a positive and proactive approach to behaviour 	<p>2. Build an ongoing, holistic understanding of your pupils and their needs</p> <ul style="list-style-type: none"> ✓ Assessment should be regular and purposeful rather than a one-off event. ✓ Teachers need to feel empowered and trusted to use the information they collect. 	<p>3. Ensure all pupils have access to high quality teaching</p> <ul style="list-style-type: none"> ✓ Flexible grouping ✓ Cognitive and metacognitive strategies - scaffolding ✓ Explicit instruction ✓ Using technology to support pupils with SEND 	<p>4. Complement high-quality teaching with carefully selected small-group interventions</p> <ul style="list-style-type: none"> ✓ Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. ✓ Some pupils will require high quality, structured, targeted interventions. 	<p>Teaching assistants</p> <ul style="list-style-type: none"> ✓ TAs should not be used as an informal teaching resource for low-attaining pupils. ✓ Use TAs to add value to what teachers do, not to replace them. ✓ Use TAs to help pupils develop independent learning skills and manage their own learning. 	

EEF strand actions link to	Actions	Who	When	Intended impact	Costings	NEXT STEPS
1 2	Engagement as a whole school in the PINS project	SENDCO SLT	Ongoing throughout the year	To develop inclusive practice in school	Release time for SENDCO and HT	
1 2	Explore development of sensory space outdoors to support regulation of pupils Liaise with outdoor learning team	SENDCO Headteacher	Ongoing throughout the year	To develop a space for children to reregulate and gain sensory support away from the classroom	Cost of outdoor shed/working space, beanbags, solar fountain etc	

TA deployment EEF recommendations – supporting INCLUSION through effective use of TAs



EEF strand actions link to	Actions	Who	When	Intended impact	Costings	NEXT STEPS
	Read deployment of teaching assistant guidance report from EEF	SENDCO	Summer term Sept 25	To use evidence based research as basis for implementing whole school change	none	
4	Look at reflection document for Tas to support the 5 a day principle – could this be a useful audit tool?	SENDCO	Autumn term Summer term	In Autumn term share with TAS and SENDCO to collate data. Redo in summer term to look at how things have changed over the year	none	
4, 5	Clarify role of TA and develop whole school understanding of expectations and best practice	SENDCO HEADTEACHER SLT	Autumn term	To create a whole school document of expectations around role of TA, deployment and expectations in class. This could then be used to develop appraisal process with SLT	none	
2, 5	Develop “Intentional deployment” of Tas – what are they adding to pupils learning in school? Carry out learning walk and monitoring of what Tas are being used for -entry and exit data after training/insets	SENDCO	Termly -look at how deployment changes as implementation of strategy is shared whole school	To create effective deployment of Tas and a greater sense of professionalism amongst support staff To look at how deployment changes over time and as a result of whole school training and insets	none	

5	Monitor, through drop in sessions/learning walks/ that SEND pupils are getting access to regular teacher input	SENDCO	Autumn and Spring term	To ensure all pupils have access to high quality teacher input.	none	
2	Develop resilience and independence of SEND pupils through explicit teaching of scaffolds and use of resources	SENDCO SLT	Spring term	To ensure pupils are not over-reliant on adult support by teaching them explicitly how to be resourceful and resilient	none	
4	Share with parents the expectations around adult support in class and what this looks like	Headteacher SENDCO	Spring term/summer term (new starters)	Parents meeting looking at teacher/TA time per student and the realistic expectations about the kind of support that children receive in a mainstream school	none	
1	Develop best practice from EEF around interventions – is there a way to facilitate teacher delivery and ensuring the links to whole class teaching are tightened and that impact is maximised?	Headteacher SENDCO	Autumn term	To develop thought around interventions and how they can be delivered to ensure high quality teaching and learning that links to class teaching and learning	none	
4	Explore training available to support TA's on how to adapt subjects to support pupils and understand how they can support need. Share SEND handbook with Tas as have shared with staff previously to show good practice and adaptations -share 1 subject area per TA meeting throughout the year	SENDCO	Throughout the year -work with ISAT and EP	To develop training opportunities for TA's to upskill and develop understanding of how they can scaffold and support in different subject areas	Payment for middays and TAS to attend INSET/Afterschool training COST of training through EP/ISAT	