



SEND priorities/action plan

PARENTAL ENGAGEMENT focus 2024-25



Priorities linked to EEF	<p>1 Create a positive and supportive environment for all pupils, without exception</p>	<p>2 Build an ongoing, holistic understanding of your pupils and their needs</p>	<p>3 Ensure all pupils have access to high quality teaching</p>	<p>4 Complement high quality teaching with carefully selected small-group and one-to-one interventions</p>	<p>5 Work effectively with teaching assistants</p>	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	Survey parents to gather views on SEND support and provision in school	JW	Autumn term - LINK TO PARENTS EVE –PARENTS COULD COMPLETE WHILST WAITING	To gather parental views on SEND in school. From data analysis look at key areas for development and build into the action plan	none	

1	Hold parents afternoon for parents with concerns/and or to share approach on dyslexia, ways to support at home etc.	JW	Autumn Spring and summer terms either 9.30 or 2.30 or after school- could hold 1 at each time to access different parents	To raise parental understanding of Dyslexia To share strategies of support in school To meet criteria 3 of EEF recommendations for working with parents of SEND	None –SENDCO to carry out	
1	Create leaflet for parents re what we offer to support pupils with SEND Needs – build on dyslexia leaflet to create a bank of leaflets	JW	September 2023	To raise parental understanding of SEND areas of need and how we support pupils in school To share strategies of support in school To meet criteria 3 of EEF recommendations for working with parents of SEND	None –SENDCO to carry out	
2	Drop in to every class half termly to see SEND pupils in class and how they are being supported. Make notes on any actions needed	JW	Half termly	To monitor provision for pupils in all classes on a regular basis. Monitor engagement of pupils and gain a greater insight into issues faced by pupils/teachers and offer support to overcome these	None –SENDCO to carry out	
3	Ensure SEND interventions are in place for specific pupils and that data re impact is kept by staff delivering interventions. Share and update staff on interventions in place	JW	JW review half termly	To ensure all pupils have access to interventions to support area of need		
3	Look at staff deployment and how we can ensure all pupils have access to provision to meet need	JW	Summer term 2024 and review throughout the year	To ensure SEND pupils with funding receive required support To ensure adults are deployed effectively to meet the needs of pupils across the school		

4	Deliver training on environmental adaptations and impact of positive relationships on pupils	JW	Autumn term	To raise awareness of how to support pupils and adapt teaching to meet need	JW to deliver	
4	Create packs of work to support pupils at home –specific target areas linked to identified need	JW	January 2025	To offer support and advice so that parents can support their child at home To meet criteria recommendation 2 of EEF guidance in working with parents of SEND	Photocopy costs to create packs	
5	Maintain and develop teaching assistants through regular update meetings, identification of training needs and dissemination of training amongst TAS	JW	Autumn term ongoing	To upskill teaching assistants so they are confident are delivering their role and supporting pupils identified. To ensure consistency in knowledge and understanding of whole school change To ensure training is shared amongst all TAS	Cost of training Release time as needed	
6	Examine EEF engagement with parents Doc and recommendations –identify next steps for school	JW	October 2023	Explore ways to engage with parents of SEND and Identify next steps for school To critically review communication with parents of SEND and identify next steps to improve. Survey staff to see how they would like to communicate with	None –SENDCO to carry out	
6	Work with new LA send support provision to ensure high quality provision across the school	JW	Autumn term 2024	Engage with support offered to school to develop SEND provision in line with school vision and ethos	None -SENDCO to carry out and engage with allocated support	