

# Hertfordshire Schools' SEND Benchmark and Planning Tool

## Action Plan 2 October 2019-21

Target - the overarching aim: (What do we want to achieve?)	Actions: (What actions need to be taken to achieve the overarching aim?)	Person/s responsible:	Resources required: (Time, cost, materials, etc.)	Evaluation - evidence of success and impact:	Review
<p>“Schools are expected to provide high quality provision that meets the needs of children with SEN” (Local Authority Outcome 1) We will monitor involvement in all extra-curricular activities for SEND pupils to be sure SEND pupils are fairly represented in all extra-curricular activities</p>	<p>Assess- We will ensure that the % of children taking part in extra-curricular activities is similar to the over-all % of SEND pupils in our school population as a whole by those who provide clubs assessing who attends. Plan- If it is not we will consider what the barriers might be for this group Do-act on removing barriers for SEND pupils</p>	<p>SENCO/ All subject co-ordinators/ class teachers/ TAs who take clubs.</p>	<p>Time to analyse trends and work with pupils on understanding possible barriers/pupil voice Cost – non-contact time.</p>	<p>Activity leaders/ subject co-ordinators/SLT will evaluate if SEND pupils are fairly represented. SEND pupils will be included in all aspects of school life.</p>	
<p>“Schools are expected to provide high quality provision that meets the needs of children with SEN” (Local Authority Outcome 1) Provision for SEND pupils will be mapped by subject leaders in their curriculum and used to monitor and analyse impact of provision on outcomes and progress.</p>	<p>Assess- curriculum leads will assess what provision is current for SEND pupils across school in their area. Plan- as a result they will seek ways to enhance provision or remove possible barriers. Do- they will advise colleagues and log impact for SEND pupils in their subject</p>	<p>SENCO/ All subject co-ordinators</p>	<p>Non-contact time</p>	<p>Subject co-ordinators will have an over view of provision for SEN pupils across the school in their area and provide advice on improvements for better outcomes.</p>	

<p>Improving short and long term outcomes for children with SEND (Local Authority Outcome 2) We will have better consideration of the impact of mental health for all SEND pupils.</p>	<p>Assess- Consideration of how SEND pupils feel at present by undertaking pupil well-being survey to assess scale of need. Plan- consideration of the vulnerabilities of SEND pupils – eg special consideration within safe guarding policies, anti-bullying policies. Inclusion of the needs of SEND pupils within any strategic planning on whole school mental health. Do –continue with making provision and adjustments to support pupils’ well-being. Bespoke approach to suit needs of individual.</p>	<p>DSP/dDSP SLT /teachers/TAs /mental health leads</p>	<p>Available courses/ In-school training/ cascaded training/DSPL and Herts for Learning/ North Herts Learning Alliance. Links to charities Continued use of “ My Time” cost-Hilta hours Better training for the whole staff on the impact of social, emotional and mental health needs</p>	<p>More strategic approach- Action Plan for improving Health and Well-being includes SEND pupils. Evaluation of well-being by survey before and after interventions. Knowledge and understanding of how to reduce anxiety and promote good mental health for children with SEND. SEND pupils will report through pupil voice that they feel safe and are not bullied.</p>	
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<p>Communication sensitively with parents and young people about SEND needs; engendering trust and a constructive partnership working. (Local Authority Outcome 3) We will further enhance co-ownership of outcomes for families and pupils through enhanced discussion and co-production of targets.</p>	<p>Assess- taking stock of current position via parent's voice questionnaire online. Plan- we plan to enhance co-production of plans and seek parental choice in our provision for SEND pupils. When SEN Support plans are written we will seek the views of parents and highlight parental contribution in the plan. Parents will be self-informed by self-help section on our website. Do- more "doing with" approach. Responsive and anticipatory teaching as a result.</p>	<p>SENCO/ all teachers/ phase leaders/parents</p>	<p>Staff time – meeting with/communicating with parents to enable co-production. SENCO time to produce and evaluate parent voice survey. Staff meeting time</p>	<p>Enhanced co-working. Evidence of parental involvement in SEN support planning. Co-ownership of desired outcomes is evident. SEND pupils make continued progress.</p>	
<p>Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money (Local Authority Outcome 4) We will enhance expertise of our whole staff through training</p>	<p>Assess- we will ask staff to indicate training need as part of performance management. Plan- we will look at availability of training from different suppliers and as in-house training to meet needs indicated by staff. Do- we will provide training to meet needs, with a view to impact being highest for the least cost.</p>	<p>SLT/Finance Officer/class teachers and TAs</p>	<p>Time to evaluate impact of provision/ research latest evidence EEF. Work between SLT/DM on costs/value</p>	<p>Provision is constantly changed to provide best practice for most impact at least cost. Training is given to meet aims of SDP or to meet needs of individual or groups of SEND pupils.</p>	

<p>Working proactively and collaboratively to improve provision (Local Authority Outcome 5) Teachers will be better aware of content of the Information Report and self-help advice on our website to be able to share it with families.</p>	<p>Assess- teachers will consider their current working knowledge. Plan- through training, and discussion in staff meetings every time there are up-grades to the website, teachers will be better aware of information. Do- teachers can work collaboratively with parents who themselves are better informed so as to promote better outcomes.</p>	<p>SENCO/staff/parents</p>	<p>Staff meeting to familiarise with website information. Class teachers to share this information with parents. Parents kept aware through newsletters.</p>	<p>When asked in parents' voice questionnaires more parents will use the website to inform themselves of strategies to help their children. Teachers will use their own knowledge to work collaboratively with parents for best outcomes.</p>	
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