

# Hertfordshire Schools' SEND Benchmark and Planning Tool

## School Name: Hartsfield JMI

### Key dates:

Staff training/ consultation 03.01.18  
Parent consultation –March 18  
Staff meeting update 23.05.18  
SEN Governor update 11.06.18  
(Action Plan Pg 20-22) - shared with TAs 22.06.18  
Staff meeting November 2019  
Full Governing Body December 19  
Full GB December 2020  
Review of Action Plan 2 05 07 21 – discussed at full GB  
Action Plan 3- Oct 21-July 22 discussed at full GB December 2021  
Staff meeting update 13 07 22  
Action Plan 4 Oct 22-October 2023- discussed at full GB December 12<sup>th</sup> 2022  
Review for governors October 9<sup>th</sup> 2023 - made available for all on our website  
New plan (action plan 5) – made available to governors and put on website Nov 23  
Reviewed Oct 24  
Action Plan 6 Oct 24-25- discussed at full GB 07.10.24

## Action Plan 6 October 2024- October 2025

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 Oct 2025
<p>1)To embed the Edukey Provision Map platform across the school, providing training to new staff and parents as required</p>	<p>We will continue to use the Provision Map platform as a tool for better communication and co-ownership of outcomes for pupils with our parents (this is the second year). Provision will be mapped to enable discussions around value for money. Learning plans will be produced for all SEN pupils and any interventions for non-SEN pupils will also be logged so this can be monitored. We will continue to communicate with parents on how to access the platform, providing training as needed. We will produce pupil passports for each child once per year so that their voice is recorded. Meetings with parents will be logged on the platform and parental comments. We will consult staff and parents on their ongoing opinion of the new system.</p>	<p>SENCO/ SLT/ Admin staff/class teachers and Tas/parents</p>	<p>Time for new SENCO to train on use of system; Staff time to support parents in using the system. Ongoing cost of system.</p>	<p>Better awareness of provision across school. Better co-production with parents and pupils. Pupil voice recorded on their pupil passport to empower their viewpoint. New SENCO familiar with the Hartsfield platform</p>	<p>The Edukey Provision Map platform is fully embedded in school practice and used consistently by all staff to review and update learning plans.</p> <p>Parental engagement has improved, with parents using the comment feature to share views and feedback on their child's plan. Parent meetings are recorded on Edukey, providing a clear record of previous discussions and agreed actions. The platform offers a transparent overview of support and provision for individual pupils, helping track interventions and assess impact. Edukey has been particularly useful for transitions, as learning plans and key documents automatically transfer between schools using the system. Overall, Edukey has enhanced collaboration, consistency, and tracking of SEN provision across the school.</p>

<p>2) To plan for succession of new SENCO to their role in school</p>	<p>Recrute a new senco to the role in school, changing from current senco -Dec. 2024.          Manage transition of information about children.          Clear evaluation and communication of the new role of senco who is not also assistant headteacher to all staff.          Continuous timely provision to meet EHCP deadlines.          Time for new senco to evaluate current position          Possible training implications if new to role.</p>	<p>Head/ governors/ SLT</p>	<p>time possible training depending on new senco</p>	<p>Successful transition to new senco</p>	<p>Mrs L. Nosal, the new SENCO, has settled well into her role</p> <p>She has met with many parents and holds regular meetings and check-ins to discuss pupil progress and next steps.</p> <p>Mrs Nosal has developed strong relationships with pupils, gaining a clear understanding of their individual needs.</p> <p>She works closely with school staff to coordinate support and ensure strategies are implemented effectively.</p> <p>Collaboration extends beyond the school, with regular communication with medical professionals, external agencies, and SEN schools to secure the best outcomes for pupils.</p>
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<p>3) To provide suitable teaching to support a number of sen pupils awaiting special school places</p>	<p>Development of a “Learning Lab” as a teaching space which enables learning for children awaiting special school at their pace and in a sensory based way.</p>	<p>Headteacher/ SLT/ Site Manager / premises committee</p>	<p>Alteration of current room and conversion of a adult toilet into a children’s one purchase of furniture and some resources  Provision of suitably trained staff  Time to work with advisory team  Time for KS1 leader to plan the curriculum for this group</p>	<p>Successful provision for these children at their level. Children make progress.</p>	<p>The Learning Lab has been successful in supporting children with the highest level of need.</p> <p>It now runs full time (mornings and afternoons), delivering a specialised curriculum tailored to academic, personal, and EHCP targets.</p> <p>Class teachers collaborate closely with Learning Lab staff, contributing to planning and ensuring continuity between mainstream and specialist provision.</p> <p>The Learning Lab provides a focused, personalised approach, helping pupils make progress across multiple areas of development.</p>
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