

# 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  
Plan reviewed October 25  
Plan discussed at full GB 08.12.25

## Action Plan: October 2025- October 2026

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 2026
<p>1. To enhance the quality and effectiveness of our Internal Alternative Provision (Learning Lab) by developing a bespoke curriculum and targeted support for children identified as requiring specialist support.</p>	<ul style="list-style-type: none"> <li>• Development of the “Learning Lab” as a teaching space for most of the school day</li> <li>• Identify any opportunities when the children can increasingly access whole class learning if appropriate.</li> <li>• Develop the skills and practices of staff to meet the complex needs of the identified children</li> <li>• Liaison with outside professionals and special schools re provision and transition</li> <li>• Maintain open dialogue with the parents of pupils attending the IAP.</li> <li>• Where appropriate, planned opportunities for the class teachers of pupils attending the IAP, to visit, teach or observe the pupils in the IAP.</li> <li>• Where appropriate, pupils attending the IAP will have timetabled sessions in their year group classroom.</li> <li>• Leaders will continue to support the wellbeing of all staff who teach IAP pupils (either in the Learning Lab or in their year group classroom).</li> </ul>	<p>SENCo; Class Teachers; Learning Lab Staff</p>	<p>£500 on resources Staffing for 5x days per week- 2 TAs Weekly meetings with class teachers and learning lab staff PPA time allocated specifically for learning lab children Oversight from SENCo</p>	<p>Identified children have access to a suitable curriculum which is sensory based at their level of learning and pace</p> <p>Other children in the year group are able to learn at their pace and level</p> <p>All pupils in the IAP make progress against their SEND targets as stated in their EHCPs / action plans.</p> <p>For pupils who are likely to remain in mainstream provision, they make measurable progress towards reintegration into their year group classes.</p>	

<p>2. To strengthen whole school systems for the early identification of children with additional needs, including gaps in learning and curriculum provision</p>	<p>Introduce SEN monitoring and initial concerns forms</p> <p>Coordinators to monitor and see suitable adaptations of the curriculum linked to needs of the children- PPG and SEN children used as a focus.</p> <p>Monitoring by SENCO as part of SEN reviews to ensure that targets and agreed adaptations are being actioned.</p>	<p>SENCo; Subject leaders; Class teachers</p>	<p>Time for SENCo to create effective forms Staff meeting time allocated to introduce new forms Time for staff and SENCo to meet to discuss key children Time for subject leaders to monitor and review adaptations</p>	<p>Use of forms will improve identification of need, particularly in EYFS</p> <p>Books and observed practice show adaptations to activities etc linked to the needs of the children</p> <p>Progress against targets set for children with SEND</p>	
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<p>3. To improve the organisation and accessibility of SEN resources to support class teachers and TAs in delivering timely and effective support and interventions.</p>	<p>Centralise all SEN resources in a clearly labelled, easy-to-access location</p> <p>Ensure all class teachers and TAs are aware of available resources and trained in their use.</p> <p>Regularly audit and update resources to ensure relevance and appropriateness for pupils' needs.</p> <p>Monitor the impact of improved resource accessibility on the efficiency and quality of SEN support in classrooms.</p>	<p>SENCo</p>	<p>Time for SENCo to organise and allocate resources</p> <p>Staff meeting(s) allocated to train staff on resources and where to find them.</p>	<p>All SEN resources are centrally stored, clearly labelled, and easily accessible to staff.</p> <p>Class teachers and TAs can quickly locate and use resources to deliver interventions without delays.</p> <p>Feedback from staff indicating confidence in accessing and using SEN resources effectively.</p> <p>Regular resource audits show resources are up-to-date, complete, and fit for purpose.</p> <p>Observations or monitoring show consistent and effective use of resources in supporting pupils' learning and Learning Plan/ EHCP targets.</p>	
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