

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 12th 2022

Action Plan 4 October 2022- October 2023

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 2023
<p>“Schools are expected to provide high quality provision that meets the needs of children with SEN” (Local Authority Outcome 1)</p> <p>Provision for SEND pupils will be mapped by subject leaders in their curriculum area and they will use this to monitor and analyse impact of provision on outcomes and progress.</p>	<p>Assess- curriculum leads, with the support of SENCO, will assess what provision is current for SEND pupils across school in their subject area.</p> <p>Plan- as a result they will seek ways to enhance provision or remove possible barriers.</p> <p>Do- they will advise colleagues on how to support SEN pupils and log outcomes and impact for SEND pupils in their subject</p> <p>They will use this to inform future provision and share this information in their curriculum statement.</p>	<p>SENCO/ All subject coordinators</p>	<p>Non-contact time. Staff meeting time led by SENCO</p>	<p>Subject coordinators will have an over view of provision for SEND pupils across the school in their area</p> <p>Subject leads will know what sorts of provision is being made for SEN pupils in their subject area across the school.</p> <p>Provision offer shared on website. Advice on improvements for better outcomes provided to colleagues. SEND pupils can access the curriculum at their level with needs met</p>	

<p>“Schools are expected to improve short and long term outcomes for children with SEND” (Local Authority Outcome 2) Provision of systematic reading materials for Upper Key Stage 2 children who are not progressing with their reading sufficiently. Provision will be enhanced to support better reading and comprehension.</p>	<p>Assess- Assess SEN pupils in KS2 on current phonics phase – continue using Hartsfield United Phonics scheme (HUPS) in frequent explicit phonics teaching.</p> <p>Plan- Staff meeting time to update staff on use of HUPS Consider if there are any additional resources needed in KS2</p> <p>Do Provide training for staff on improving reading skills and phonetic knowledge</p>	<p>SLT /teachers/ TAs</p>	<p>Cost???</p> <p>Time for teachers and TAs to familiarise themselves with HUPS</p>	<p>More strategic approach to reading through systematic phonics in KS2. Pupils make more progress</p>	
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<p>“Schools will 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 include parental contribution/opinion in the plan. SENCO will oversee all plans. 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>SENCO to support and advise staff SENCO to meet with parents to support their 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>	
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<p>“Schools will manage 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 on SEND related matters.</p>	<p>Assess- SLT will ask staff to indicate training need as part of performance management. SENCO will monitor training needs Plan- SENCO 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>SENCO/ SLT/ Finance Officer/ class teachers and TAs</p>	<p>Time for SENCO to evaluate impact of provision/ research latest evidence EEF.</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 upgrades 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>SENCO to lead training to familiarise staff with website information. Class teachers to share this information with parents as required. Parents kept aware through newsletter</p>	<p>When asked in parents’ voice questionnaires more parents will be aware of 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>	