

Action Plan: SEND

Pupils with SEND all have their individual needs and strengths. They will also have all had different experiences of lockdown, with some enjoying it and thriving. The actions below are designed to support pupils with SEND as a group; however, staff should ensure a person-centred approach to any actions for individual pupils. Wellbeing, developmental and social needs are the initial priority, then moving on to academic progress.

Some parents may also need reassurance and support. Class teachers and SENDCo to communicate closely with them and provide regular updates about their child via Class Dojo / phone calls.

Class teachers and support staff should remember to involve the pupil in decisions made about their provision, as appropriate.

Priority for EYFS – when appropriate, observe pupils and ensure the needs of those with reported SEND are being met. Work with EYFS staff. Phone parents of pupils with SEND to re-assure and gather further information.

Other things to note:

For pupils with communication and interaction difficulties, language difficulties may have increased. Transition issues are likely to be emphasised and social skills may need to be re-learned.

For pupils with cognition and learning difficulties, self-help skills may have improved or worsened; likely regression in academic skills, self-confidence and esteem may be affected.

For pupils with SEMH difficulties, lockdown may have been especially hard, especially for those with ASD. Existing SEMH needs are likely to have been exacerbated; pupils with no identified SEMH may now have needs.

For pupils with sensory / physical needs, their experience will have partly depending on the support at home. Some may have benefited, good SEMH will be key.

Targets in ISPs, EHCPs may need to be adapted. For some pupils SEMH targets may be more important at this point, before academic targets can be focused on. Plans and targets may need to be reviewed more regularly this term.

Phase	Key Priorities – In Class Support	Actions	Intended Impact
All	Supported transition	<ul style="list-style-type: none"> • Parents have been given access to materials on the school website to support transition, including phonecalls for children with specific SEND, and encouraged to contact class teachers and/or the SENDCo with any concerns. • Teaching staff to be aware of pupils with SEND who may need extra support with transition and contact parents appropriately. (Some pupils may have enjoyed being at home more than school, it will have suited their SEN) • Bespoke transition to be arranged for any pupils who require it e.g. phased return. 1-1 support and small group support where appropriate. • Listen to pupils and observe their behaviours and actions – what do these tell us? Take these into account throughout the transition period. • Reassure pupils about all of the things that are familiar / the same, rather than focusing on what is different. • Establish new routines as soon as possible, this will ease anxiety for some pupils. • Display visual timetables in all classrooms – send a copy home where needed. • Resources for supporting transition to be shared with staff, including specific resources for supporting pupils with ASD. • Consider the impact of new arrangements e.g. staggered arrivals with different routines may impact on some pupils, especially those who struggle with changes to routine. Inform pupils in advance and ensure 1-1 support staff know new arrangements for their pupils. • 1-1 support staff to complete settling and transition activities with pupils as appropriate. Pupils join in with whole class feelings check in, but should only be expected to verbalise those feelings if they are able and willing to do so. Alternative methods of helping them to identify and understand their feelings should be tried e.g. picture cards, colours for feelings. 	<ul style="list-style-type: none"> • Pupils have a smooth and positive start to the new school year. • Pupils feel safe, secure and happy in school. • Pupils are happy to come to school and any anxiety surrounding this is reduced, ensuring successful reintegration into the school environment. • Parents feel reassured and supported. • Pupils can identify their feelings and communicate these in a manner appropriate to them. • Pupils will be able to access learning and begin to make progress in both SEMH and academic areas.
	Trauma recovery and nurture / SEMH support.	<ul style="list-style-type: none"> • Pupils with SEND to be included in the delivery of PSHE / wellbeing sessions. • Pupils with SEND to be included within the classroom as much as possible to support engagement, social skills and sense of inclusion. • Opportunities for development of social skills, both formal and informal. 	<ul style="list-style-type: none"> • Pupils can explore their feelings and emotions, and be supported in identifying and managing them. • Pupils will feel secure in school and the wider world.

		<ul style="list-style-type: none"> • Listen to pupils and observe their behaviours and actions – what do these tell us about the child’s feelings? • SENDCo to be available for 1-1 nurture support as needed. This could include observations of pupils, as well as working on repair work or SEMH activities. • SENDCo share useful documents and information with staff. • Use of additional whole class resources in SEND area, lots of circle time, mental health activities. • Class teachers, support staff and SENDCo to work closely with parents of individual children who are struggling with emotional and mental health, to ensure the home-school partnership strengthens provision and benefits the pupil. Regular and positive interactions with parents via Class Dojo and phone calls. • Look at bespoke approaches to e.g. behaviour, if needed. Some pupils with SEND may need a slightly adapted version of the behaviour policy. SENDCo to work with class teacher and support staff, along with the Head, if this is required. 	<ul style="list-style-type: none"> • Pupils will be able to identify and reflect on their own strengths and develop good self-esteem and positive mental wellbeing. • Pupils will be able to access learning and begin to make progress in both SEMH and academic areas. • Parents are involved in supporting their child and feel reassured and informed about provision in school.
	<p>Effective teaching strategies to ensure QFT for all pupils so that gaps in learning are closed and progress is made.</p>	<ul style="list-style-type: none"> • Quality First Teaching for all pupils. Flexible planning and adapted tasks mean all pupils are included in learning. • Create a calm, structured environment where boundaries are clear – again, beneficial to all pupils, but many pupils with SEND will benefit from explicit expectations. • Use of key words / word banks. • Visual resources, lots of practical learning. • Short tasks, regular feedback. Reduce load on working memory (see actions below). • Ensuring starting points for individual children are identified and clear, plan lessons and activities from these. Don’t make assumptions about gaps. Use ongoing AFL to inform planning for class teaching and interventions. • Accelerate progress through inclusion, engagement with peers, co-production of new goals and activities based on individual intrinsic motivations. • Use pre-learning whenever possible. • Regular movement breaks – these will benefit all pupils, but there are some pupils with SEND who will need this even more following the last 6 months. Use of sensory equipment. • Use of recording devices (talking tins) for pupils to record ideas, alongside hand written work, especially whilst they are still building writing stamina. Focus on celebrating good ideas, extending creative thinking and building confidence. • Use of thought mapping, note taking and visual prompts wherever possible, encourage older pupils to become more independent with this. 	<ul style="list-style-type: none"> • High quality, inclusive teaching includes all pupils. • Adapted learning tasks and strategies support pupils with SEND with their learning and progress. • Pupils are motivated and feel confident in their learning and progress. • Pupils make measurable progress against both specific targets and age-related expectations.

		<ul style="list-style-type: none"> Support in the classroom will need to be more distanced and pupils / staff will not be able to move around as easily. Therefore, careful seating plans to be devised by teaching staff to allow for support for a group of pupils to be delivered more easily. Consideration for pupils' individual needs also to be considered with regards to seating e.g. pupils with ASD often prefer to be near a wall for security and would not want to be exposed at the front of the classroom. 	
	Supporting poor short term and working memory and embedding learning into longer term recall.	<ul style="list-style-type: none"> Reduce working memory load by reducing quantities of material e.g. not too much text to read, and reviewing topics regularly. Simplify mental processing activities; break down multi-step tasks. Plan for plenty of repetition opportunities to support knowledge acquisition. Use memory aids such as word strips, wall charts, multiplication grids and counters. Also write down main instructions for children with poor working memory. Use of thought mapping, note taking and visual prompts wherever possible, encourage older pupils to become more independent with this. Plenty of praise and encouragement to build self-esteem. 	<ul style="list-style-type: none"> Pupils with poor short term and working memory are able to use strategies to either retain or utilise information. Pupils are able to use strategies to make progress and feel confident in their learning.
	Supporting physical and sensory needs (as needed).	<ul style="list-style-type: none"> Development of gross and fine motor skills – incorporate activities into lessons (brain gym, dance to music) Increased movement / sensory breaks – pupils go outside into their zone if needed (and support is available) and use any available equipment. Some children may benefit from having a sensory box that is theirs and not used by anyone else (following Covid RA). Classroom staff to ensure a calm and quiet learning environment (some have been at home for the entire lockdown) with opportunities for pupils who struggle to use headphones (again, following Covid) and / or have access to a quiet space if the activity is likely to be noisy. 	<ul style="list-style-type: none"> Pupils physical and sensory needs are supported appropriately, allowing them to focus on their learning and make progress.
Phase	Key Priorities – Out of Class Intervention	Actions	Intended Impact

<p>All</p>	<p>Trauma recovery and nurture / SEMH support.</p>	<ul style="list-style-type: none"> • Support staff to be available to provide nurture or wellbeing support for 1-1 or small groups as needed, using resources such as I have a volcano in my tummy. To be planned with the class teacher. • SENDCo to be available for 1-1 or group nurture support as needed. This could include observations of pupils, as well as working on repair work or SEMH activities. 	<ul style="list-style-type: none"> • Pupils can explore their feelings and emotions, and are supported in identifying and managing them. • Pupils will feel secure in school and the wider world. • Pupils can identify and reflect on their own strengths and develop good self-esteem & positive mental wellbeing. • Pupils will access learning and begin to make progress in both SEMH and academic areas.
	<p>Supporting pupils with catching up and plugging gaps in learning and understanding.</p>	<ul style="list-style-type: none"> • Accurate assessment to identify clear starting points – don't assume gaps. Be clear of the individual strengths and needs. Regular informal assessment of progress and attainment. • Use maths and English action plans to identify clear focus for learning and attainment. • Class teachers and support staff to deliver small group sessions of pre-teaching for pupils who are not ready to work on their age-related objectives (or catch up objectives). • Precision teaching to be used to catch up and embed specific learning needed, as identified by the class teacher. • Intervention programmes for those children falling behind in maths and English – SEND children to work on their targets. Specific intervention time to be delivered to SEND children by teaching staff. • Timetable for intervention spaces to be created (in line with Covid RA) to ensure all classes get access to small group work spaces. (use of old 4/5 classroom) 	<ul style="list-style-type: none"> • Pupils with SEND receive targeted intervention to support their learning and progress. • Pupils are motivated and feel confident to approach tasks. • Pupils make appropriate progress and gaps in learning and attainment are closed as much as possible.