Action Plan for Inclusion 2017-2020

PP, SEND, TAG, EAL & REMA

SENDCo: Chris Tuckett assisted by Anna Maclean   SEND support: Karen Young   Governor Sue Jane

Pupil Premium/+					
Development target	Action Needed	Monitoring & Team Responsible	Training and Budget	Success Criteria & time scale	Annual Review comments
1) To liaise with staff to monitor the impact of the expenditure of Pupil Premium money	Liaise with staff of PP/PP+ children termly to discuss the needs of the individual and creative ways to spend their personal budget. To advertise and recruit additional staff to support with groups implementation in school as and when required.	CT/KY to monitor pupil premium children's progress via data spreadsheets.	None -	Termly	
2) To measure the impact of expenditure for PP+ child and share with Governors and publish on the website.	Produce an anonymised document showing what children could do and what they can do now as a result of focussed PP expenditure. Liaise with assessment leader and teaching staff to undertake forensic analysis of progress of Pupil Premium children, in particular in English and Maths.	CT CT/ KB	None	Produce document end of Spring term 2 / start of Summer term 1 then share at the children and learning committee meeting in the Summer term	
3) To support staff with completing SMART targets for their PP/+ expenditure and measuring the impact	Meet with class teachers/send regular emails termly asking teachers to identify success criteria for their PP expenditure and record on the excel document. As and when appropriate but definitely	CT	None	Termly	

	by April each year support teachers with evaluating the success of these targets by highlighting red, yellow or green.				
SEND					
Development target	Action Needed	Monitoring & Team Responsible	Training and Budget	Success Criteria & time scale	Annual Review comments
1) To continue to monitor the provision and expenditure of SEND, PP and PP+ funding and its impact on children's progress.	During Spring term 2 produce updated PP excel document (with new chn names on etc) for staff to regularly complete during the financial year (April-April). Send out the PP letter to parents asking them to suggest ways to spend their childs budget. Regularly remind staff to set S.C against PP/+ expenditure as and when they spend money and review the impact on the child. CT/KY regularly monitor that this is being done and that it is having a positive impact. Share impact forms with governors and produce a document for the website annually. Regularly monitor the expenditure and the effectiveness of this provision with staff suggesting tweaks, where required. Liaise with assessment leader to undertake forensic analysis of progress of SEND children, in particular in English and Maths.	CT/KY CT/ KB	None	Ongoing	
2) To maintain and update the	CT/KY to review and update policy annually.	CT/KY	None	Summer Term	

				16/17/18/19	
SEND Policy annually					
3) To maintain and update the SEND register	Ongoing: CT/KY to ensure SEND support Arrangement plans are reviewed the last week before each half term and new SMART targets are written the first week after half term (3 x per year). KY to ensure they are saved on the system appropriately and 1 hard copy filed in the Raleigh Room.	CT/KY	None	3 x per year	
4) To continue to ensure SEND children make 'good' levels of progress annually.	Ongoing – identify and target individual needs in each year group. Ensure that each year group has appropriate focus groups running termly. Track individuals progress through year group progress meetings termly and through use of the provision maps 1 x a term. Continue to reinforce the need for regular monitoring and for children to move in and out of FG as and when required rather than strictly termly. Support teachers and TAs (via TA forum) with measuring the impact of their groups and adapting as and when required. CT/KY to regularly check the impact of these groups and speak to teachers/ KB about individual children who are not having a positive impact and suggest alternative strategies for them.	CT/ KB/ KY to monitor.	Reminders via TA Forum and via emails. Whole school staff meeting	Ongoing Termly 6 weekly	
8) To support staff in completing, reviewing and co-ordinating SEND support arrangement documents for children in their class.	Reinforce the changes to staff via staff meeting. Remind them where to find these documents on the system. Highlight the main points for them to use. Send regular reminders towards the end of each	CT	None	Ongoing as and when children come onto the register	

	half term re the correct documents to use. Offer drop ins for documents to be checked before being sent out to families. Remind staff to update SEND documents as and when they obtain information from parents, eg medication has changed etc				
9) To periodically audit the resources in the Raleigh Room to ensure they are appropriate to the needs of the children on the SEND register and are labelled accordingly.	KY to monitor termly. Email staff during the month of October to ask what focus groups they are running and what resources they would like. Look into the requested resources and buy/box accordingly following the needs of the children. Update any resources which are low in stock, buy in any necessary resources ensuring that they are fit for purpose and suit current needs.	KY	SEND Budget	Annually	
10) Regularly update the school website to show what support is available to children with SEND.	3 x a year, update the website so that it states current, available resources.	KY/CT	None	3 x per year	
11)To support staff in adding children's names to the SEND register with regards to individual needs	CT regularly ask staff who they have concerns with in their class. Discuss indiv needs/difficulties and offer suggestions. Support writing SSAP as and where required	CT and class teachers	Regularly	Census data matches indiv needs of the school. Monitor half termly	
13) To liaise with Nursery schools about possible deferred entry starters in Reception	Working alongside JM visit Nurseries as and when required to assess whether a deferred entry is required.	CT and JM	Summer term each year		
14) To support Nurseries and families of deferred entry children to ensure they have the best start to school	Support Nurseries with SEND paperwork, liaise with other outside agencies to ensure EHCP applications are submitted as soon as possible prior to school as and where required.	CT/KY	Throughout the deferred entry		

TAG					
Development target	Action Needed	Monitoring	Training and Budget	Success Criteria Time scale	Annual Review comments
1) To continue to develop the profile of more able pupils within the school	Continue to monitor more able pupils (point 4 on the English and Maths new curriculum tracking document) at the pupil progress termly meetings. CT to discuss more able children and the provision they receive to continue to make progress. AM to remind teachers to ensure the more able children benefit from an 'enrichment' group at least once a year.	CT AM SJ	Staff meeting time (no cost)	Termly and ongoing At least one term out of 3.	
2) To monitor and ensure enrichment opportunities are available for TAG children regularly across subjects.	During subject monitoring release time subject leaders need to ensure provision made for TAG pupils across their subject. Look for highlighted opportunities via the subject leaders to challenge these children. Subject leaders look out for opportunities to promote the more able children in their subject eg by attending workshops etc.	AH/BS/AK CT/AM Subject leaders	AM to express expectation to staff and subject co-ordinators on planning and provision as AOB agendas during staff meetings 3 x a year. Termly	TAG pupils will be given enrichment opportunities within the curriculum. Provision to be written on Action plans Ideas to be given to staff during staff meetings (on going) by subject leaders All subject leaders to monitor medium term plans to	

				ensure TAG provision is taking place during subject monitoring release time.	
3) Year 1 and Year 3 teachers to inform parents if child has been placed on the 'talented' register as a result of their EYFS points or end of Year 2 SATS scores	Targeted teachers to inform parents of this news and the provision available to them via class work/enrichment activities. Ongoing and will need to be edited in line with new tests. Liaise with Year 6 staff to discuss selected children to attend the Masterclasses at the RGS for 3 consecutive Saturday mornings. TA/teacher to speak to the chosen parents and ensure they understand their child's commitment to the programme and given their consent.	CT SJ SC SH CT	AM to remind staff of correct terminology to use when informing parents. October and March annually	Parents kept fully informed at parents evening. Annual selection of children	
4) To maintain and update a Gifted and Talented register following statements in our policy.	KY to work alongside LL pre Census to ensure it is updated and current 3 x a year.	CT KY	Reminder emailed out 3 x a year to remind staff to update the log on the system with a focus on 'talent.'	Ongoing, a record of the children's names will be kept on the system. This will then be used by KY to update the 'census' working alongside LL	
5) To review and update the TAG policy	AM to write and review this policy then share with staff and governors. After this, publish on the website.	AM (CT to review) KY	None	TAG policy is written which includes parents views.	

6) To raise the awareness of 'talented' children in the school.	KY to update and produce a talent board with individuals names, photographs and reasons underneath. Ongoing, as and when we are informed by parents/children, information will be collated for the board	KY CT	None	Ongoing	

REMA					
Development target	Action Needed	Monitoring & Team Responsible	Training and Budget	Success Criteria & time scale	Annual Review comments
1.)To continue to monitor vulnerable groups of children and aspire to 'good' levels of progress yearly.	Via the pupil progress meetings discuss vulnerable groups of children and the provision they are receiving to ensure 'good' levels of progress are met.	AM KY CT		3 x per year	
2) To research and buy suitable books about travellers to be available to all in the library.	AM to speak to St Lawrence (high percentage of travellers) Burstow Primary School (Redhill) and the Traveller Society to obtain a suitable list of children's preferred reading material on these subjects. Am to speak to JM about having these books in the new library.	AM KY JM	SEN Budget	April 2017	
3) Raise staff awareness of traveller groups and how their lifestyle can be incorporated into discussions etc without having to name the children etc.	Contact traveller service team to come into school and show available resources which we can borrow.	AM/KY	None	Ongoing	
4) To increase whole school knowledge of other ethnic groups.	Tied in with the PSHE curriculum inform children about these other groups through story, rhyme and song. Work on International Award.	CT/KY	None	Ongoing	

EAL					
Development target	Action Needed	Monitoring & Team Responsible	Training and Budget	Success Criteria & time scale	Annual Review comments
1) To continue to monitor the progress of EAL children.	Ongoing: Identify and target EAL children in each year group and monitor throughout the year. Ensure these children have access to appropriate focus group work to close the gap if appropriate. Make sure all staff know who these children are and which year groups they are in. To refer to Sue Jones (EAL support) if the child is struggling with accessing the curriculum.	CT/KB to monitor EAL children's progress via data spreadsheets.		Ongoing termly	
2) To discuss with Sue Jones (EAL Co-ordinator) resources available for EAL children.	AM to phone Sue Jones and ask her what resources she has available and what are her dominant first language resources eg Polish. How can these be made available to us and how much notice is needed to access them should we need to.	AM	None, hoping to 'borrow' but should we like a resource we may commit to buy. Discuss with Library leader to see if the funding can come from her budget so the resources are freely available.	As and when required.	