

**SEN Action Plan: 2023-2024**  
**Dr Radcliffe's CE Primary School**

Objective 1			Success Criteria: Key SEN pupils will make 6 plus steps of progress (or in other key areas e.g. SLCN; mental health) so that attainment outcomes are improved.		
Objective (link to improvement planning)	Actions (what, who, when)	Resources	Measurable milestones and monitoring procedures		
			End of Term 2	End of Term 4	End of Term 6
<b>To improve the depth and challenge of the curriculum further, so that SEN focus pupils achieve good attainment outcomes.</b>	<p>SENCo, SEN governor and Head teacher to meet to identify children and to further meet to check on progress.</p> <p>SENCo and SEN governor to schedule follow up meeting to check on focus pupils' attainment.</p> <p>Teachers to ensure that provision for focus pupils is in place and after consultation with SENCo they have reviewed and updated where necessary.</p> <p>SENCo and teachers to meet three times this year to discuss provision and attainment.</p>	<p>SENCo time</p> <p>Teacher time</p> <p>Training (e.g. Clicker8; Dynamo)</p> <p>TA time</p>	<p>Meet with ROM and SEN governor to identify which children to focus on.</p> <p>A staff meeting held to share focus pupils with teachers.</p> <p>Have met with teachers to check specific provision is in place for focus SEN pupils.</p> <p>Classroom observations of focus SEN children to ensure provisions in place.</p> <p>Conversations with TAs supporting these children to gauge impact of interventions.</p>	<p>Progress meetings with teachers have taken place.</p> <p>Classroom observations of focus SEN children to ensure provisions in place.</p> <p>Conversations with TAs supporting these children to gauge impact of interventions.</p> <p>Focus children will have made four steps or more of progress.</p>	<p>Classroom observations of focus SEN children to ensure provisions in place.</p> <p>Conversations with TAs supporting these children to gauge impact of interventions.</p> <p>Focus children will have made six steps or more of progress.</p>

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<b>Objective 2</b>			<b>Success Criteria: All SEN pupils will make good progress (in areas of specific need such as RWM, mental health or SLCN). This will be successful if assessments, teacher judgement, parent feedback or TA record sheets show progress.</b>		
Objective (link to improvement planning)	Actions (what, who, when)	Resources	Measurable milestones and monitoring procedures		
			End of Term 2	End of Term 4	End of Term 6
<b>To improve the achievement of pupils with SEND to ensure they make better progress.</b>	<p>Head teacher, SENCo and SEN governor to meet to look at the progress of all SEN children.</p> <p>Areas of progress for all SEN children should be identified – this may be academic subjects, or it may be areas of mental health, behaviours for learning, SLCN and so on.</p>	<p>SENCo time</p> <p>Teacher time</p> <p>Training (e.g. Clicker8; Dynamo)</p> <p>TA time</p>	<p>Classroom observations show that appropriate and agreed provision is in place.</p> <p>Conversation with teachers and TA demonstrate that SEN children are engaged in interventions that are supporting their progress.</p> <p>Teacher and TA records show steps of progress being made.</p> <p>Parents may be sharing progress on Seesaw or by email to teachers.</p> <p>Training in key interventions has been attended by staff.</p>	<p>Meetings with teachers and TAs show that adaptations to intervention or classroom environment have been made if necessary.</p> <p>Pupil voice shows that children engaged in interventions understand their purpose and value them.</p> <p>Parents asked at PP meetings are happy with the progress their children are making.</p> <p>Training attended by teachers is being utilised.</p>	<p>Progress meetings with teachers show that adaptations to intervention or classroom environment have been made if necessary.</p> <p>Pupil voice shows that children engaged in interventions can show what progress they think they have made.</p> <p>Parents asked at PP meetings are happy with the progress their children are making.</p> <p>Teachers have identified any further training they may need.</p>