SEN Action Plan – Closing the Gap

Key Question	Action	How/When/Who	Desired Impact	Actual Impact
How do SEN students compare to non-SEN students in terms of progress?	Regular analysis of data	Student development Leaders to regularly analyse data and report to inclusion manager with concerns.	Liaise with PJC and PQ with identified concerns. Provide strategies for staff to use when teaching these students.	Raise online… See additional sheet.
What impact do support staff have on student's learning?	Devise a programme of observations (PD) of support staff. Review and set targets for development with individual staff. Learning walks (how support staff are utilised)	Observations carried out by SENCO each year. On each round of observations, discuss individual development of each member of staff and the progress they have made in the identified areas.	Support staff will have targets to work on throughout the year. Achieving these targets will empower staff and help them to support students in the most effective way. This will have a positive impact on student progress.	Empower staff. Increase confidence. Staff feedback. Professional development. Student progress.
How do support staff develop their own knowledge?	Develop a programme of training, looking at key areas that will upskill staff and ensure the needs of all students are being met.	SENCO develop training plan to include ½ training days and external courses/ training. All TA's invited to after school training and offered time in lieu as remuneration.	A greater understanding of the needs of students and key issues will ensure support staff are more confident and knowledgeable. Subject leaders to acknowledge departmental TA's.	Increase subject knowledge. Increase staff confidence and ability. Professional development.
How do support staff keep up to date with needs of students, issues relating to SEN and any other issues?	Weekly morning briefings and daily form time meetings.	Department notice board. Email correspondence. Weekly bulletin on LP. Full staff briefing.	Support staff to share knowledge of pupil needs to Lead TA and SENCo daily to ensure sharing of good practice.	Staff awareness of whole school issues.

Do support staff know which SEN students are Pupil Premium?	SENCO produce a table of identified students, with strategies of how we can best support these students with their learning.	SENCO collate data and inform support staff.	Support staff will feel confident in identifying these students and knowing how they can best support their learning.	Increase awareness of PP pupils. Differentiate delivery. Monitor impact.
What impact are English and Maths Interventions having on students with SEN?	Produce table of information outlining impact of these interventions	SENCO speak to Heads of English and Maths Gather, collate and analyse information	Show that the interventions are having positive impact in terms of progress made.	
What is the quality of teaching like for SEN pupils?	Highlight through PD and lesson obs. Learning walks focussing on delivery to SEN pupils. Provide strategies where appropriate.	SLT Identify any areas of concern and provide support and training where appropriate.	Quality of teaching and learning will improve. Teaching staff feel supported in teaching SEN pupils. Increase progress made by students with SEN.	
What is the quality of marking and feedback like for students with SEN?	Identify teaching staff/teaching groups Use data and make own observations Provide strategies where appropriate	SENCO liaise with ELT regarding work scrutiny data for quality of marking and feedback of SEN pupils. Identify any areas of concern and provide support where appropriate.	Quality of marking and feedback will continue to improve. This will have a positive impact on the progress made by students with SEN	
How do students with SEN feel about school and the support they receive?	Develop questionnaire through student voice. Speak to DSK re impact	Students to be asked verbally or questionnaire. Statement pupils already complete.	Students to feel nurtured and supported both in lessons and out.	Students empowered. Improved communication. Changes facilitated.

P Quinn (Dec 2016)