Objectives State short, medium and long-term objectives	Actions to be taken		Person responsible	Date to complete actions by	Success criteria
To improve provision for pupils with SEND.	AuditTraining	Audit of experience, training and confidence and CPD needed.	SENCo (TEFAT)	Dec 2020	Audit Training and support
To improve the provision of ICT equipment for pupils with SEND	• ICT •	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.	EYFS lead	Dec 2020	Evidence of ICT equipment being used in lessons effectively in termly lesson observation and learning walks.
To improve the progress and participation for pupils with sensory and or physical difficulties	 Pupils profiles Develop fine motor and gross motor groups across school if as necessary 	SENCo with class teacher to develop pupil profile SENCo to deliver ongoing training Teachers to establish and develop gross motor group. Fine motor groups in EYFS	SENCo SENCo	Annually in Sept Ongoing Annually reviewed termly. Sept 2020	Pupil profile Provision map and observations

To implement ASD procedures in an inclusive environment	To integrate ASD support systems into mainstream lessons and activities e.g. after school club, school trips.	ASD friendly environment around the whole school	НТ	Ongoing	Use of ASD support
		inclusive activities and school trips			
To ensure smooth transition of all pupils with SEND	 meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/behavioural / physical needs Pupil profiles Transition of information from EY providers EYFS home visits. SEN list with links to professional info for teachers to have access to. Regular safeguarding meetings to discuss children at risk. 	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Written annually	Class teacher SENCo SENCo EYFS TAs/ Teachers	Annually Summer term annually Annually	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. Pupil profiles Meetings timetabled Minutes of safeguarding meetings
			DSL		

To improve the progress and participation / for pupils with cognition and learning difficulties.	Staff training on differentiation.	Deliver INSET training to support SEND knowledge and strategies to differentiate.	SENCo	Ongoing	All staff attending INSET. Evidence in lessons.
	•	Ongoing training for all staff.			Request form submissions and support offered
	In reach support from Inclusion expert outside school	Staff can do a request for support form outlining the provision they have provided so far, what has worked, what hasn't worked.			
To improve pupil voice for children with SEND at school	 SEND pupils to be on school council SEND voice through P4C 	School council All children given the opportunity of a voice in P4C	School council lead Teacher	Year 2	SEND pupils on school council Evidence in P4C books
To improve the progress for children with communication and language difficulties	 Speech therapist to develop staff skills SALT to work with individual pupils 	SALT support across school to upskill staff through, deliver training, deliver 1-1 therapy to identify areas of need	SALT, SENCo,	Autumn term annually	Development of SALT across school through training. Provision map

To improve the attainment and participation of pupils with social, emotional and mental health difficulties,.	 Review learning mentors support for children with MH difficulties and adapt as required. Signpost parents to support Develop an emotional regulations area 	Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo HELP brochure Social group in KS1	Learning mentor, DSL and SENCO	Ongoing	Provision map and records HELP brochure Provision map
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