Subject Specific Action Plan 2022-2023	
Subject: SEND	**Co-ordinator(s): Rachel Felton**

Priority One: Monitoring and Assessment	**Action(s):**	**Success Criteria:**
• To monitor how children who are at SEND Support K are accessing the curriculum so that the outcomes for children with SEND are in line with national averages.	➢ RF to carry out Deep Dives of SEND across the federation. ➢ RF/subject leads to look at the foundation subject assessment grids and collate attainment and progress data for children with SEND. ➢ RF/subject leads to collate attainment and progress data for children with SEND for core subjects. ➢ Review at the 3Is for the curriculum and subjects and how they relate to SEND. ➢ RF to work with subject leads to look at provision for children with SEND within the subjects. ➢ Lesson visits to foundation subjects to evaluate how children with SEND are being supported. ➢ RF to collate and review the 7Cs progress tracker data for all children who are identified at SEND support K.	▪ Children will be able to access the full curriculum. ▪ Children will be making good progress within the foundation subjects. ▪ Children will be making good progress within the core subjects. ▪ Children's outcomes with be in line with national averages.
Priority Two: Quality Provision	**Action(s):**	**Success Criteria:**
• To ensure that those children with SEND needs are able to access reading and understand the enjoyment books can provide so that their reading improves.	➢ RF to meet with VL and SCh to assess the reading needs of those with SEND. Ensure that books are accessible to allow children to flourish ➢ RF/subject leads to collate attainment and progress data for children with SEND for reading and phonics. ➢ RF to look at QFT for reading and see how this can be developed. Share ideas with staff.	▪ Children with SEND will be well supported with their reading. ▪ Children with SEND will develop a love for reading.
Priority 3: Resources	**Action(s):**	**Success Criteria:**
• To review the current provision map and ensure that it shows impact for all children who are receiving interventions so that we have a clearer picture of the impact of provision across the federation.	➢ RF to look at the provision map to find one that captures impact, but not onerous for staff to complete. ➢ RF to share with staff about how to complete the new provision map. ➢ RF to monitor the provision map and edit if needed.	▪ The provision map will demonstrate the clear impact of the provision being provided. ▪ The provision map will be more streamlined.

Priority 4: Wider- Engagement	Action(s):	Success Criteria:
• To develop the parental engagement for those children with SEND so that parents are more involved in their child's provision and learning and they know how to support at home.	➢ Staff to reinstate meeting with parents to share and co-produce learning plans. ➢ Teachers to receive training on working with parents. ➢ RF to reorganise the SEND page on the Federation Website so that it is more user friendly.	▪ Parents will feel that they are part of their child's education and supporting their SEND needs. ▪ Parents will co-produce the learning plans with teachers. ▪ Parents will be able to access the website for support and guidance.
Outcomes / Review (to be completed at the end of the year)		
Priority 1- Priority 2- Priority 3- Priority 4-		