



Target	Strategy	Outcome	Responsibility	When	Achievement
To embed our graduated response to meeting individual children’s needs in line with the SEND Code of Practice (Sept 2014).	To specify the structure of our graduated response and reflect this in our school SEND policy, Local Offer and School offer.	Publish the revised SEND policy and our Local Offer on the school website. Produce a document which sets out our Graduated response.	SENDCO, Link governor, Heads of school	Policy and Local Offer on website Autumn 2016 – Reviewed Annually. Document for Graduated presented and published Easter 2017.	Achieved and published as part of SEND policy on school website. SEN staff meeting around review of COP expectations March 2017.  School offer produced and published March 2017. <b>Update March 2018 – SENDCO has worked on toolkit for Graduated response with student EP and this is now a working document for staff.</b>
To continue to develop the use of P Levels for children who are not yet able to achieve within the National Curriculum.	To gather up to date copies of P Level specifications and develop a matrix to assess children against and use these to set their next targets.	P levels used confidently for provision and assessment/	SENDCO, Heads of schools, class teachers and TA’s	Establish and in use by December 2016.	Currently under National review with the Rochford report. <b>KS1 children are still assessed on EFYS curriculum if appropriate for their needs at Y1/Y2.</b>
To monitor planning and teaching across the school for appropriate differentiation to meet the needs of all individuals.	Participate in work scrutiny for as per monitoring timetables within school. <b>Term 2 2017 Inclusion Expert partnership work to consider approaches and support for children with SEN and Disability.</b>	Evidence of a wide range of differentiation strategies across the school. <b>Term 4 2018:- differentiation review and training with Inclusion Expert.</b>	SENDCO, Year group leads, class teachers and Heads of school.	Ongoing. <b>Term 2 and 4 2017-18</b>	Performance Management target for all teachers and TAs. Staff meetings held in March 2017. <b>Staff meetings following IE reports and advice to implement strategies – Term 4 2018. IE online training planned for Term 5 and 6 2018 for all staff.</b>
To monitor teaching across the school for dyslexia friendly materials and approaches.	Infant and Junior teaching staff to complete DFS training Sept 2016. Staff meeting from term 3 2017.	Evidence of a wide range of dyslexia friendly materials and approaches across the school.	SENDCO, KF, MD, Heads of school	Monitoring and feedback by Jan 2017 and ongoing	Training for 2 key members of staff completed. Change of SENCO mid-year and other school priorities meant that this is carried over into academic year 2017-18. DFS strategies are being used in classes and this is evident in monitoring.
To continue monitoring the progress of children with SEND	As a part of the school monitoring cycle to use SIMS and tracking sheets to monitor the progress of children with SEND and those who are not making expected progress and review the interventions put in place	Monitoring undertaken 3x a year to identify children who are not making progress and to evaluate the provision put in place for them.	SENDCO, Year group leaders. Class teachers and Heads of school.	Monitoring in December, March and June annually. Pupil progress meetings for staff to discuss SEND needs and concerns.	Ongoing.
Ensure that all disabled children/staff can be safely evacuated from all areas of the	a)Create Personal Emergency Evacuation Plans (PEEP) plan and risk assessments for	Children/staff with mobility issues can be	SENDCO/ Class teacher /school	Ongoing and as need arises	PEEP and risk assessments completed for key children and shared with staff.



<p>school building Ensure that all disabled children/staff can be safely evacuated from all areas of the school building</p>	<p>all children/staff in school with a disability and share                  b) purchase any equipment required for safe evacuation of children/staff with disabilities                  c) include evacuation procedures with all.</p>	<p>evacuated safely and quickly – fire procedures periodically practised</p>	<p>business manager.</p>		
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