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| **Setting** |  |  | **Area Senco** |  |  | **Senco** |  |

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| **Dates** |  |

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| **Where are we now?****Date/People present** | **Where are we trying to get to?**  | **How are we going to get there?****Agreed Target** | **By whom?** | **By when?** |
| **Priority area one: Leadership**  | **Priority area one: Leadership**(Topics to discuss may include:) •Approved senco in place/Deputy Senco.•Confidence and knowledge in SENCO role and associated paperwork.•Dedicated time to fulfil the duties of the role.•Management support in place to support SENCo in carrying out their role.•Updated SEN Policy, shared with all staff•SEN systems in place. |  |  |  |
| **Priority area two: Workforce development** | **Priority area two: Workforce development**(Topics to discuss may include:)•Staff confident and knowledgeable in child development and early identification of needs. •Staff knowledgeable on how to plan and differentiate for children with additional needs.•Effective delivery of targeted interventions. •Regular attendance at the EPS Cluster Group Meetings.• Trained in Intensive Interaction and staff team have access to regular further CPD. •Regularly attendance at Senco networks. |  |  |  |
| **Priority area three:** **Enabling environment** | **Priority area three: Enabling environment**(Topics to discuss may include:)•Environment supports children with SEND with independence, readiness for learning, ability for learning. |  |  |  |
| **Priority area four: Positive relationships**  | **Priority area four: Positive relationships** (Topics to discuss may include:)•Keyperson/co keyperson in place.•Planned opportunities to discuss progress with parents.•Home visit for children with SEN.•Children are supported to build relationships with all staff and children.•Transition process in place. |  |  |  |
| **Priority area five: Targeted support** | **Priority area five: Targeted support**Topics to discuss may include:)•Best Practice Guidance embedded across the setting.•Support Plans in place and reviewed regularly – can use Portage small steps for tracking.•A range of interventions are used.  |  |  |  |
| **Personalised provision**  | **•**Next steps for current children i.e., Inclusion funding/EHC/SLT referrals.•Effective use of Top up Funding, which is reviewed.•Knowledge of local offer for signposting |  |  |  |