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**Haringey SEND: action plan**

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| --- | --- | --- | --- |
| Coach: | SEND Leader: | SEND Leader’s School:  |  Date:  |
|  |  |  |  |

Section One: Headline Data - start of project *(delete non-applicable rows)*

|  |
| --- |
| Headline performance data for pupils with SEND  |
| % of pupils with SEND at the school |  | % EHCP (E) |  | % SEN Support (K) |  |
| % attendance of pupils with SEND |  | % attendance EHCP (E) |  | % attendance SEN Support(K) |  |
| Number of fixed-term exclusions for pupils with SEND |  | Total number of days lost to fixed-term exclusions for pupils with SEND |  | Number of permanent exclusions for pupils with SEND |  |

|  |  |  |
| --- | --- | --- |
|  | % EHCP | % SEN Support |
| EYFS Good level of development |  |  |
|  KS1 Phonics screening check |  |  |

|  |  |  |
| --- | --- | --- |
| KS2 |  EHCP |  SEN Support |
| RWM Combined(% reaching expected standard) |  |  |
| Reading (% reaching expected standard) |  |  |
| Writing (% reaching expected standard) |  |  |
| Maths (% reaching expected standard) |  |  |
| Reading Progress |  |  |
| Writing Progress |  |  |
| Maths Progress |  |  |

|  |  |  |
| --- | --- | --- |
| KS4 |  EHCP | SEN Support |
| Progress 8 |  |  |
| Attainment 8 |  |  |

Section Two: Action Plan

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| --- | --- | --- |
| Focus Area | Objective | Action |
| Statutory Requirements*Are all statutory requirements in place and owned by all members of the school community* |  |  |
| A fully Inclusive setting *How inclusive is your setting for students with SEND* |  |  |
| High Quality Teaching*Does classroom teaching enable good outcomes for all learners* |  | *
 |
| Identifying the Needs of Children and Young People*How well you assess & identify learners with SEND* |  |  |
| Targeted Support and Intervention*How well do you target support for students with SEND and monitor its impact* |  |  |
| Working with learners and families*How well you engage your learners & families* |  |  |
| Working Effectively with additional adults*Maximising impact of support staff* |  |  |

Section Three: Progress Monitoring

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| --- | --- | --- |
| Progress Visit 2 | Objective 1 |  |
| Objective 2 |  |
| Objective 3 |  |

|  |  |  |
| --- | --- | --- |
| Progress Visit 3 | Objective 1 |  |
| Objective 2 |  |
| Objective 3 |  |

Section Four: Headline data and review – end of project (*delete non-applicable rows*)

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| --- |
| Headline performance data for pupils with SEND  |
| % of pupils with SEND at the school |  | % EHCP (E) |  | % SEN Support (K) |  |
| % attendance of pupils with SEND |  | % attendance EHCP (E) |  | % attendance SEN Support(K) |  |
| Number of fixed-term exclusions for pupils with SEND |  | Total number of days lost to fixed-term exclusions for pupils with SEND |  | Number of permanent exclusions for pupils with SEND |  |

|  |  |  |
| --- | --- | --- |
|  | % EHCP | % SEN Support |
| EYFS Good level of development |  |  |
|  KS1 Phonics screening check |  |  |

|  |  |  |
| --- | --- | --- |
| KS2 |  EHCP |  SEN Support |
| RWM Combined(% reaching expected standard) |  |  |
| Reading (% reaching expected standard) |  |  |
| Writing (% reaching expected standard) |  |  |
| Maths (% reaching expected standard) |  |  |
| Reading Progress |  |  |
| Writing Progress |  |  |
| Maths Progress |  |  |

|  |  |  |
| --- | --- | --- |
| KS4 |  EHCP | SEN Support |
| Progress 8 |  |  |
| Attainment 8 |  |  |

|  |  |
| --- | --- |
| Summary of impact *Short paragraph on how the action plan has had an impact on SEND provision.* |  |
| Next Steps*Short paragraph on how the school plans to continue improving provision.* |  |