



St. Bernadette's Catholic Primary School

Implementation Plan

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p><u>Staff</u> Lack of understanding of the SEN Code of Practice. Staff are unaware of the SEN needs within their year band. Inconsistent use of strategies. Deployment of teaching assistants.</p> <p><u>Parents</u> Parents are unaware of support available. Parents lacking understanding of provision maps.</p> <p><u>Assessment</u> Children are not always identified early enough. Unable to track progress of children with SEND.</p> <p><u>Funding</u></p>	<p><u>Active Ingredient (1)</u> Staff are aware of children identified on the SEN register and strategies to support them within the classroom. Teaching assistants are used effectively across the school to support children with SEND.</p> <p><u>Active Ingredient (2)</u> Strong relationships and communication with parents. Parents with children with SEND feel supported.</p> <p><u>Active Ingredient (3)</u> Staff can track progress of children with SEND.</p> <p><u>Active Ingredient (4)</u> Funding is used to support specific children appropriately to ensure</p>	<p><u>Active Ingredient (1)</u></p> <ol style="list-style-type: none"> 1. SEN register to be updated (September) 2. Provision Map training termly (on-going). Staff create SMART targets. 3. EYFS Makaton training and signs list to be created to be used daily (September). 4. Attachment theory training (October). 5. The role of the SENCO, SEN Code of Practice, policy and LA training (September). 6. Year band SENCO lead to be trained (October). 7. TA timetable revision and intervention record keeping to be consistent (September). Drop ins by SLT. Monitored half termly by the year band SENCO leads. 8. Observations focus and foundation book scrutiny will be SEND provision. 9. External providers to share a brief summary of their role in school during a staff meeting. <p><u>Active Ingredient (2)</u></p> <ol style="list-style-type: none"> 1. Parents invites to welcome meetings to meet with the SENCO (September). 2. Monthly SENCO newsletter. External providers to share a brief summary of their role on the newsletter. ICAN stages to be sent out to parents. Parents to be signposted to SENCO if they have concerns (on-going). 3. SEND parent workshops focusing on speech and language (Spring). 	<p><u>Autumn Term</u> Staff are demonstrating an understanding of children with SEND. They are able to identify children, set appropriate targets and provide support. Staff are able to assess and review children with SEND. Progress is being monitored over time.</p> <p><u>Spring Term</u> EYFS staff are using Makaton signs confidently. Teaching assistants are consistently, confidently and regularly running appropriate interventions, which have a positive impact. Staff are delivering the Healthy Minds programme weekly. Staff can confidently support children with their mental health.</p> <p><u>Summer Term</u> Parents are aware of the needs of their children and the support available both in and outside of school. Senior leadership can justify expenditure for children with SEND.</p>	<p><u>Short Term (Autumn Term)</u> Children can communicate their needs through Makaton.</p> <p><u>Medium Term (Spring Term)</u> Interventions are appropriate and focused.</p> <p><u>Long Term (Summer Term)</u> Knowledge and competence of staff has improved in SEND. Parental engagement has increased. Children with SEND have improved outcomes. School has created a culture of positive mental wellbeing.</p>

<p>Allocate funding effectively for children with SEND.</p> <p><u>Mental Health</u> Children are lacking in self-esteem and resilience. Staff do not know about the role of the Mental Health First Aiders and how to signpost children</p> <p><u>SENCO</u> SENCO is new to post and requires an induction programme supported by local SENCOS.</p>	<p>that they meet their outcomes.</p> <p><u>Active Ingredient (5)</u> Children are confident and able to self-regulate. They have a good growth mind-set.</p> <p><u>Active Ingredient (6)</u> The SENCO is confident to make changes across the school.</p>	<p><u>Active Ingredient (3)</u></p> <ol style="list-style-type: none"> 1. Teaching assistants to screen children for dyslexia (on-going). 2. Dyscalculia screening in BA/A- setting groups (on-going) and training to support children and staff. 3. Language screening for EYFS (on-going). 4. Children working below year one to focus on 'Cherry Gardens' SMART targets. <p><u>Active Ingredient (4)</u></p> <ol style="list-style-type: none"> 1. Audit current expenditure (September). 2. SLT to create a breakdown of funding for children with SEND (September). 3. Allocate appropriate funding to children with top up funding (September). 4. Costed interventions to be included on the provision mapping software to be shared with parents (Summer). <p><u>Active Ingredient (5)</u></p> <ol style="list-style-type: none"> 1. Healthy Minds programme implemented. Training in September. 2. Mental Health First Aiders refresher staff training. New members of staff to be selected (November). 3. Three houses screening and information sharing (July 22). 4. M.K (Mental Health Lead) to work with children in family groups across the school (October). P.P to work with high need individuals. <p><u>Active Ingredient (6)</u></p> <ol style="list-style-type: none"> 1. SENCO to complete the SENCO award over the next academic year. 2. Networking with other SENCOS (on-going) and to find a mentor school. 	<p>SENCO has developed the knowledge and skills to be able to effectively undertake her role.</p>	<p>The SENCO has made positive changes across the school.</p>
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