

# Award Action Plan (School Led) - SENDIA, Version: 09/05/2024 11:06am

Grange Primary School-NG10 2DU

## Objective 1

The school demonstrates a commitment to achieving and maintaining the SEND Inclusion Award, including informing relevant stakeholders.

Key Performance Indicator	RAG Rating	Action Plan			
1.1 Coordinated by the school SENCO, the working group is in place.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
1.2 The statement of commitment is signed and stored in the portfolio of evidence.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Agreement signed	Needs to be uploaded to the EPortfolio	AR	17/05/24
1.3 A commitment to achieving the award, and information about the award, is shared with all key stakeholders.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		SLT informed	Award info shared with governors, remaining staff and parents.	AR/ZB	13/05/24
1.4 Local partners have been informed about the award and have been encouraged to become involved.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not started	Email to be drafted following target group identification	SLT	17/05/24

1.5 The school self-evaluation has been completed.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
1.6 Information from the school self-evaluation has been used to inform action planning.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		AP has informed plans	All objectives to be shared with the WP.	AR/RF	17/05/24
1.7 The action plan has been fully completed and shared with all key stakeholders.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Incomplete	Circulation amongst all stake holders.	SLT	17/05/24
1.8 The school's improvement plan includes strategies for award achievement and for the maintenance of the award.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not written	SIP to be written for 2024-2025	ZB/SB	25/10/24
1.9 The action plan is regularly monitored, progress is evaluated and the findings are shared and acted upon.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
			Review to be planned	SLT	25/10/24
1.10 All key partners are regularly updated and involved with developments and progress towards achieving the award.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not yet identified	SLT to discuss and decide on who and which key partners will be involved.	ZB/AR/RF	25/10/24

## Objective 2

The school's SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.

Key Performance Indicator	RAG Rating	Action Plan			
2.1 The school has a SENCO in post who is a qualified teacher and has completed, where required, the National Award for SEN Coordination.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
2.2 There is clear line management of the SENCO by a senior leader.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
2.3 The school has an up-to-date SEND policy and a SEN Information Report is available on the school website.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Ongoing. AP	Website upload Accessibility Plan	SLT	25/10/24
2.4 The SEN Information Report includes information about staffing for SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Will be outdated	Update for 2024 academic year	AR	29/08/24
2.5 The school has an accessibility plan in place that underpins an inclusive ethos.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Outdated	A new plan needs to be written	AR/RF	27/09/24
2.6 The school is fully accessible across the three areas of curriculum access, physical access and the provision of information.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
2.7 The SENCO's salary is allocated against core funding.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

2.8 Pupils with SEND engage in the activities of the school alongside pupils without SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		SEND children are included in all aspects of school.	Check our afterschool offer for SEND	AR/LO	25/10/24
2.9 All teachers use and participate in the graduated approach (assess, plan, do, review) for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Wave Documents and Graduated response documents in place for all children on the SEND register	Schedule of monitoring to be developed and added to the SEND handbook	AR/RF	25/10/24
2.10 Parents are always informed when the school is considering whether or not a pupil has special educational needs that may require SEND provision.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		General Practice - but not recorded	Consent forms to be distributed	AR/RF	25/10/24
2.11 Pupils with SEND and their parents are full partners in all decisions.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Process is in place but not consistent.	Phase leaders to discuss at Phases meetings	AR/RF	25/10/24
2.12 For pupils with EHC plans (or statements of SEND), the provision detailed in those plans is in place.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Wave documents in place for all children.	EHC outcomes need to be distributed over the wave map appropriately so TA's know what outcomes to work on.	AR/RF	25/10/24

### Objective 3

There is strong and effective leadership and management of SEND provision.

Key Performance Indicator	RAG Rating	Action Plan			
3.1 The school improvement plan has a strong focus on inclusive practice and improving outcomes for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Yes - Details about specific programs and school expectations are included in the SIP	The new SIP will need to include details relation to AA and SENDIA	ZB/AR/RF	25/10/24
3.2 The SENCO advises governors and senior leaders on the use of the SEND budget.	R	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not consistent	Termly report devised December - April and July	AR/RF	25/07/25
3.3 The senior leadership team can evidence effective use of the SEND budget.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Inventory not always complete	Budget inventory to be logged	AR/RF	18/07/25
3.4 The SENCO has a clear vision of high aspiration for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		AP's completed for external agencies.	Development of Individual Provision Maps and monitoring cycle to be effectively monitored.	AR/RF	25/10/24
3.5 The SENCO provides strong leadership of SEND and inclusion across the school.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Inset training is planned and development of purple folders has been implemented.	Training needs to be identifies and TA support to be scheduled for upskilling staff with in house interventions	AR/RF	11/04/25

3.6 The school has an anti-bullying policy in place that specifically addresses bullying and pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Does not include SEND specific information	Policy to be updated	ZB	20/12/24
3.7 The SENCO manages record-keeping on SEND effectively.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		A good system is in place for recording SEND for both the SENCO and Class Teachers.	Monitoring Cycle needs to be updated. Phase leads to oversee CT's record keeping	AR/RF/AW/DA/ER	20/12/24
3.8 The SENCO reports termly to governors on outcomes for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		This is not consistent	Reports to be made termly	AR/RF	20/12/24
3.9 The SEND governor provides an effective level of challenge to the SENCO and other senior leaders.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Meeting at the start of the year to set targets	Termly meetings need to be scheduled.	AR/RF	24/05/24
3.10 Evaluation of the impact of SEND provision is incorporated into the school self-evaluation process, including the programme of learning walks and lesson observations.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not Consistent	Learning Walks and observations to be scheduled within each phase	AR/RF/AW/DA/ER	18/04/25

#### Objective 4

Everyday teaching and learning for pupils with SEND is good or better.

Key Performance Indicator	RAG Rating	Action Plan			
4.1 All teachers understand that they have responsibility for the learning and behaviour of pupils with SEND in their classes.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All staff have recieved ongoing CPD that focussed on HQT and the send code of practice.	Ongoing monitoring of CT's provision for SEND pupils	AR/RF	25/07/25
4.2 Teaching plans and approaches are used consistently to enable teachers to match teaching strategies and learning activities to the range of pupils' abilities effectively, including the use of ICT.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Plans are in place including those from outside agencies.	ICT software to be updated to include SEND specific apps. Monitoring of AP's. Phase leads to look at apps to support their phases.	AR/RF/ZB/AW/DA/ER	
4.3 Decisions about interventions and support for pupils with SEND are based on teachers' knowledge of individual pupils, the results of diagnostic assessments, and research on evidence-based programmes.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All teachers are responsible for creating IPM's that help to support children's developmental needs.	CT's need more knowledge on tried and tested interventions.	AR/RF	11/04/25
4.4 The deployment of support staff is effective and informed by research and the school's own evaluation of impact.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

All classes have an allocated TA	TA's need to be deployed more effectively to better reach the children who need the most support.	AR/RF/ZB	19/07/24
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4.5 Adult support is focused on improving the independence of pupils with SEND and preparing them for adulthood.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Currently children with EHCP's are supported 1:1	More needs to be done to prepare children for secondary - most children with EHCP's will not get this level of support. Independence needs to be built in to ensure children do not learn learned helplessness.	AR/RF	19/07/24

4.6 The SENCO, teachers, teaching assistants and other support staff work well as teams.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Good working relationships are in place.	More support could be implemented as part of the appraisal cycle for all.	ZB/AR/RF	18/04/25

4.7 Support staff are well trained and kept appropriately informed about pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Lots of in-house training is given throughout the year.	More opportunity for external training.	AR/RF	18/07/25

4.8 The school makes effective use of advice and support from external agencies and monitors the impact of this advice and support on outcomes for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		AP'S are written by SENCO's and given to class teachers	SLT need to ensure AP's are implemented by CT's	SLT	25/10/24

4.9 The school liaises with partner schools and settings to provide continuity of expectations and outcomes across key transitions for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Transitions are carefully thought out at both entry and exit	Continued visits to feeder schools to ensure consistency through transitions.	AR/RF	25/07/25

4.10 The school works in partnership with other settings, schools, local and national charities and other organisations to widen opportunities for learning and participation for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		SEND gymnastics and afterschool clubs are in place	Research into other opportunities for SEND children to be explored	AR/RF	25/10/24

## Objective 5

There is an effective system for identifying pupils' special educational needs.

Key Performance Indicator	RAG Rating	Action Plan
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5.1 Progress is assessed regularly and data is thoroughly analysed.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Ongoing	A new cycle to be disseminated amongst CT's	AR/RF	13/09/24

5.2 Pupils' learning and other needs are identified as early as possible.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Initial concern forms are filled out at the first instance there are SEND concerns.	Any child who is flagged needs to have an initial concern form filled in as this is not always consistent across CT's	SLT	25/10/24

5.3 A range of appropriate assessments, available in-school and from external sources, is used to identify specific barriers to learning.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Some assessments in place	Key data input needs to include SEND data	AR/RF	27/09/24
5.4 Assessment information is shared with all staff involved with the pupil and is used to plan appropriate support and interventions.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All interventions and data is reported back to CT's	SENCO's to ensure all external data is shared in a timely manner.	AR/RF	20/12/24
5.5 Pupils with SEND have access to high-quality inclusive teaching in addition to any additional SEND provision.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
5.6 A range of interventions and resources (including ICT) to address pupils' SEND is available or can be sourced speedily.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Some inhouse interverntion and resourses are being used effectively.	Training on interventions to be rolled out whole school.	AR/RF	25/07/25
5.7 Progress data for pupils with SEND is used to inform lesson planning and strategic developments, including staff CPD.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All children's progress and attainment is logged on the schools tracking system	More specific SEND data needs to be explored.	AR/RF	20/12/24

5.8 The impact of all additional or different provision for pupils with SEND (including interventions and adult support) is thoroughly monitored and evaluated.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Provision is in place and monitored in line with the data journey	Some teachers are not as consistent as others. Effective monitoring cycles need to be embedded.	SLT	13/09/24

## Objective 6

Pupils are actively involved in decision-making about, and the delivery of, their own SEND provision/ support.

Key Performance Indicator	RAG Rating	Action Plan			
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6.1 Wherever possible, pupils are aware of and play a part in planning their own support and interventions.	R	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Child Voice not always gained	Monitoring - during Purple Folder audits	AR/RF	25/10/24

6.2 Questionnaires, focus groups and other strategies are routinely used to ascertain the views of pupils with SEND about their support, their teaching and learning, and their inclusion in other aspects of school life.	R	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not implemented	Schedule this to happen at least twice a year. Questionnaires to be developed and collated by and discussed at SLT	AR/RF	30/04/25

6.3 Pupils are provided with the information and support necessary to enable them to participate in decisions about their SEND provision.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Child voice is gained for AR's	Child Voice needs to be recorded on all IPM's in addition to EHCP paperwork for AR's	AR/RF	25/07/25
6.4 Pupils with SEND are always involved in at least part of meetings or conversations between their parents and teachers.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Children are part of AR's. They write letters to parents inviting them to the meeting. and complete documents with a TA support.	Explore ways to include children in the first part of the meeting if appropriate. (particularly for our children who are in Ks2).	AR/RF	18/10/24
6.5 Pupils with SEND know their learning targets and understand what they need to do to achieve them.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Children are not aware of their targets.	Develop a way to share targets with all children.	SLT	20/12/24
6.6 There is evidence that feedback from pupil questionnaires and focus groups is shared with governors and other key stakeholders and directly influences school SEND and inclusion policies, provision and practice.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		not started	Questionnaires to be developed and results shared in reports for key stakeholders termly.	AR/RF	25/07/25

## Objective 7

Parents are actively involved in decision-making about, and the delivery of their children's SEND provision/support.

Key Performance Indicator	RAG Rating	Action Plan			
7.1 Teachers meet with parents of pupils with SEND at least three times each year and provide an annual report to parents on their child's progress.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not consistent	Monitoring cycle to be implemented and detailed in the SEND handbook	AR/RF	13/09/24
7.2 The views of parents on their child's progress, inclusion and well-being are sought regularly in addition to scheduled meetings / conversations.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not Consistent	SENCO's to monitor during purple folder audits. Phase leads to follow up.	AR/RF	30/05/25
7.3 Parents are full participants in planning the support and interventions for their children.	R	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not consistent	CT's to involve parents more with the provisions happening in school. Support to be offered to parents to enable them to emulate support at home.	AR/RF	25/07/25
7.4 Learning targets and desired outcomes are agreed and reviewed at meetings/conversations with parents.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		EHCP AR's are done in this way and parents are fully involved.	More emphasis needs to be placed on reviewing targets that are not EHCP driven. Both CT and SENCP to be involved.	AR/RF	25/10/24

7.5 The school offers help and training to parents of pupils with SEND so they can better support their child's learning at home.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Posters shared form DCC when shared from the LA.	In house support to be considered.	AR/RF	19/12/25
7.6 Parents are fully involved in planning for all key transitions and are kept informed at all stages.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents are supported though the transition stage with additional meetings with the SENCO	SENCO's to liaise with feeder school SENCO's	AR/RF	13/06/25
7.7 The school gathers evaluative feedback from parents in relation to the quality and relevance of its SEND and inclusion policies, practice, procedures and developments, and its strategies for consulting with parents.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		OFSTED dashboard data includes parent data on SEND	Regular SEND responses collected from parents/carers	AR/RF	18/07/25
7.8 Parents' responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		See above	Additional AP points added to SEND action plan.	AR/RF	24/10/25

## Objective 8

The school is committed to providing high-quality, on-going CPD on SEND.

Key Performance Indicator	RAG Rating	Action Plan			
8.1 Induction programmes for new staff include a strong focus on positive attitudes towards, and high expectations of inclusion for, pupils with SEND.	R	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		SEND manual devised	Allocated time spent with new members of the team and ongoing support to ensure Grange protocols are followed.	SLT	25/07/25
8.2 The SENCO's strategic role includes the mentoring and coaching of teachers, support staff and governors to improve the standard of teaching, inclusion and support for pupils with SEND.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		CPD regularly delivered at key point in the year.	Intervention support - Staff Meeting TA support plan Ongoing monitoring	AR/RF	25/07/25
8.3 Progress and attainment data for pupils with SEND informs decisions about whole-school CPD and additional training for individual members of staff.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
			A better recording system needs to be put into place for recording SEND data	AR/RF	25/07/25
8.4 The school undertakes an annual audit of staff skills and knowledge of SEND and inclusion that informs the CPD programme for the following year.	R	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not yet implemented	Audit to be done yearly in the form of a questionnaire. AP to be created from this.	AR/RF	26/07/24

8.5 The SEND and inclusion CPD requirements of all staff members are discussed as part of performance management or appraisal processes.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Not in place	AR and RF to complete Purple Folder audits prior to appraisal target setting to share findings with ZB	AR/RF/ZB	25/10/24
8.6 All teachers are trained to enable them to hold effective and constructive conversations with parents of pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All staff are aware of the requirements	Some staff need additional support. This will be identifies by a skills audit each year and may inform appraisal targets.	AR/RF/ZB	25/10/24