SEND Development plan

In the busy life of a SENCo, it is often difficult to find capacity to review the impact of provision and produce a development plan but doing so has advantages as it:

- Can support a focus on increasing the impact of provision rather than maintaining the status quo.
- Supports information sharing with stakeholders and other agencies such as Ofsted.
- Highlights challenges and promotes shared solution focused thinking to locate solutions.

The success of an action plan lies primarily in the identification of strengths and weaknesses within the present school provision to identify action needed to improve outcomes. The sections identified in the *SEND Review* (DfE Aug 2016) **http://thesendreview.com** have been used below to highlight questions that SENCos could consider in identifying areas that need further action in the next academic year.

Once the questions have been considered, priorities and targets for improvement for the next 12 months can be decided. These can be placed in a development plan that includes, aims, resources, staff and timings.

Outcomes for pupils with SEND	Reflection
The identification of pupils with SEND: Is it timely and is it successful in identifying a wide range of barriers (external and internal) to pupil progress?	
The initial action taken by staff to respond to barriers to success: Is this consistent across the school and is the recording of initial action and impact appropriate and of value?	
The process for **developing and sharing pupil profiles**: Are parents and pupils involved with producing these and do all staff implement the identified action to increase the rate of progress for at risk pupils?	
The **progress of pupils with SEND** in different subject areas compared to national averages (Transition Matrices in RAISEonline library): Is this information shared to increase aspiration when setting targets?	
The **tracking and monitoring of progress for pupils with SEND**: Is this information shared with Governors and do they have the knowledge to offer challenge?	

Attendance and punctuality of pupils with SEND compared to non-SEND pupils: Is there a gap and how effective is the action taken to reduce this?	
Behaviour sanctions and exclusions of pupils with SEND compared to non-SEND pupils: Is there a gap and how effective is the action taken to reduce this?	
The **impact that the pastoral support mechanisms** has on supporting pupils with SEND who also have **social, emotional and mental health needs**: Do pupil surveys identify support is effective in responding to their needs? Is there a process that measures its effectiveness?	
The process for measuring **increase in pupils' learning and independence skills**: Does it indicate success and how is this measured?	
The effectiveness of the school's **information sharing with families** of pupils with SEND: Does it promote quick access to sources of support to reduce potential barriers to attainment?	
The impact of the **school's medical policy** in meeting pupils' medical needs: Is training of staff updated regularly? Are there areas where inclusion in all activities cannot be guaranteed and if so, what action is being undertaken to reduce this?	
Leadership and management of SEND	**Reflection**
The action the school takes in **responding to feedback from parents**, **pupils and other stakeholders** to improve outcomes for pupils with SEND: What changes have been made to school policies and practices as a result?	
Whether the Governors are successful in ensuring that the **SENCo has sufficient non-contact time** to undertake the role successfully: Does the role need to be redefined or more non-contact time/ admin support located?	
The evidence that the **Senior Leadership Team have had on delivering increased success** for pupils with SEND attainment: Is there more that needs to be done?	

	Reflection
The **impact of the link governor for SEND and for Pupil Premium** in offering challenge and support: Is professional development required to increase their confidence and knowledge?	
The ability of the **SENCo to prioritise actions** that make a measurable difference to outcomes to pupils with SEND: How is this monitored and reviewed to ensure best impact?	
The ability of the SENCo in **managing the admin role**: Could more processes be delegated to free up capacity for other aspects of the role?	
Is sufficient focus given to **SENCo professional development** by learning from good practice via SENCo Networks, forums, twitter, publications etc. How is the evidence of this measured?	
How effective the processes are for **updating, evaluating and publishing statutory policies** aimed at supporting pupils with SEND e.g. SEN Information Report, Accessibility Plan and evidencing compliance with Public Sector Equality Duty: Is there evidence these are used to ensure school improvement?	
The quality of teaching and learning for pupils with SEND	**Reflection**
Evidence on the effectiveness of the **deployment and impact of teaching assistants** on outcomes for pupils with SEND: How is it being measured and how could it be improved?	
The **impact of provided interventions on rates of progress** for pupils with SEND: Are they evidence led and are there others that could be used to improve the rate of progress?	
The **accessibility of pupil voice mechanisms for those with SEND**: Does the process ensure the school is enabled to respond to concerns and change practices to better meet pupils' needs?	
How effectively the **staff are supported and monitored in relation to providing quality first teaching** practices in class: Are confidence audits/surveys undertaken to identify gaps in knowledge and skills that need addressing?	

The impact of provided **professional development activities on staff in responding to identified pupil need:** How are these selected and how is the impact on pupil outcomes measured?	
The **impact of partner agencies on outcomes for pupils with SEND and their families** e.g. health, social care etc.: Is it sufficient for range of needs or does support need to be extended? How can the impact be measured?	
The **impact and deployment of support agencies** on outcomes for pupils with SEND and their families e.g. SEN specialist teachers, educational psychologists, sensory impairment teams, autism teams etc.: Is it sufficient for pupil need? How can the impact of provided support be measured?	
Is **deployment of resources from DfE supported cha**rities (e.g. Young Minds, Autism, SpLD and Communication Trusts) been utilised to bring about improved outcomes for pupils with SEND: What was the impact of the interventions provided?	
The input from **voluntary and community groups** in improving outcomes for pupils with SEND e.g. local church, sport, youth groups: How can this support be further utilised	
Working with parents/carers of pupils with SEND	**Reflection**
How **SEN and Pupil Premium funds are deployed** to bring about measurable improvements for families in need: Is this evidence-led and selection supported by input from parents and pupils?	
How **increased feedback is obtained from parents, pupils, staff and other stakeholders** on provision for pupils with SEND to ensure it is well matched to individual pupil need: Are there ways to increase this feedback and its impact on school provision?	
Whether **partnership from community groups provides timely support** and advice to families in need: Does this meet both the school and the self-identified needs of families?	
If transition processes can be further improved: Could accessible and early information, access to additional visits, be improved?	