

Award Action Plan (School Led) - SENDIA, Version: 26/11/2024 14:09pm

Clowne Infant and Nursery School-S43 4DB

Clowne Infant and Nursery School is a large infant and nursery school based in North Derbyshire. We are a 3 form entry school with a large 150 place nursery. We currently have 37 pupils on the SEN register. We pride ourselves on ensuring every child is included and provision is made to ensure every child makes progress.

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?
		Working group is in place and monthly meetings have been arranged.	N/A	Laura Barnett	22/11/23
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?
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?
		Information regarding the award is on the school website for stakeholders to view. Introduction to SENDIA added to minutes in Governor's meeting.		Laura Barnett	22/11/23

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?
		Local partners have been informed about the award, through the website, and discussions with partners.		Laura Barnett	06/02/24
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?
		Evaluation form completed.		L.Barnett	04/03/24
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?
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?
		Action Plan completed but not yet shared.	Action plan to be shared with stakeholders on website, Governor's minutes.	L.Barnett	15/12/24
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?
		Added to SIP by S. Kirby		S. Kirby	04/03/24
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?
		Action plan shared on website. Action monitored at all working group meetings.		L.Barnett	04/03/24

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?
		Information shared to website.	Photo's to be taken on Information Evening of progress and information on table in dining hall.	L.Barnett	27/01/25

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?
		SENDCO has been in post for eight years. SENDCO has completed the National Award for SEN Coordination.		L.Barnett	04/03/24
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?
		SENDCO is part of the Senior Leadership Team. Regular meetings are held to discuss SEND in school.		L.Barnett	04/03/24
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?

SEND Information Report and SEND policy are both available on the school website and regularly updated.		L.Barnett	04/03/24
---	--	-----------	----------

2.4 The SEN Information Report includes information about staffing for SEND.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SEND Information report includes information regarding CPD and staff are involved in SEND plans.		L.Barnett	04/03/24

2.5 The school has an accessibility plan in place that underpins an inclusive ethos.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Accessibility plan now in place linked to SEND policy.		L.Barnett	04/03/24

2.6 The school is fully accessible across the three areas of curriculum access, physical access and the provision of information.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All areas considered in accessibility plan.		L.Barnett	04/03/24

2.7 The SENCO's salary is allocated against core funding.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Salary allocated against funding as per the spreadsheet.		L.Barnett	04/03/24

2.8 Pupils with SEND engage in the activities of the school alongside pupils without SEND.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All children are involved in all aspects of school life.		L.Barnett	04/03/24

2.9 All teachers use and participate in the graduated approach (assess, plan, do, review) for pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Teachers update plans and support APDR on Edukey each term.		L.Barnett	04/03/24
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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents are consulted at parents evenings, plus any additional meetings required - we have an open door policy. We provide parents with a SEND register letter when children are added to the register. We use an identification of SEND flowchart to discuss additions to the SEND register. Parents are given informal updates on a daily basis when handing over.		L.Barnett	04/03/24
2.11 Pupils with SEND and their parents are full partners in all decisions.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All parents are encouraged to attend parents evening. Those parents that do not attend are targeted for an additional meeting.		L.Barnett	04/03/24
2.12 For pupils with EHC plans (or statements of SEND), the provision detailed in those plans is in place.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All provision is outlined on Edukey, either on provision map or learning plans.			

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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		SEND is a major focus for the SIP and is highlighted throughout.		L.Barnett	04/03/24
3.2 The SENCO advises governors and senior leaders on the use of the SEND budget.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SENDCO attends Governor's meetings to report on SEND each term. The SENDCO works closely with the Business Manager to make plans for SEND provision within the budget.		L.Barnett	04/03/24
3.3 The senior leadership team can evidence effective use of the SEND budget.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SLT can talk in depth about the key priorities and how the SEND budget is spent. They can show on Edukey the children who receive funding and what their targets are. TA's are distributed throughout school based on level of need in classes/year groups and 'team around the child' is used rather than 1:1 wherever possible.		L.Barnett	04/03/24

3.4 The SENCO has a clear vision of high aspiration for pupils with SEND.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The SEND information report discusses the expectations the SENDCO has for staff, pupils and the curriculum.		L.Barnett	04/03/24
3.5 The SENCO provides strong leadership of SEND and inclusion across the school.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The latest OFSTED report states - 'The school is ambitious for all pupils. Pupils with special educational needs and/or disabilities (SEND) are particularly well supported. Learning needs are swiftly identified and addressed. Pupils with SEND experience an ambitious and suitably adapted curriculum.'		L.Barnett	26/11/24
3.6 The school has an anti-bullying policy in place that specifically addresses bullying and pupils with SEND.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The anti-bullying policy outlines SEND support.		L.Barnett	04/03/24
3.7 The SENCO manages record-keeping on SEND effectively.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		School uses Edukey to monitor targets, APDR to support children on Edukey, and all SEND related documents are added to Edukey.		L.Barnett	04/03/24

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?
		The SENDCO provides all stakeholders with a 'SEND on a page' document termly.		L.Barnett	04/03/24
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?
		The SEND governor has recently changed as new Governors have joined school.	A meeting is booked in for after Christmas.	L.Barnett	26/11/24
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?
		SEND provision is clearly incorporated into the school self-evaluation process. Learning walks are carried out termly.		L.Barnett	04/03/24

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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		All teachers know that every teacher is a teacher of SEND. SEND is outlined in daily plans. Teacher responsibilities are outlined in the SEND policy.		L.Barnett	04/03/24
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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Medium term plans and lessons plans outline QFT strategies and resources to use. One Page profiles are used to support QFT for individual children.		L.Barnett	04/03/24
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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Notes from external support meetings including Teachers, learning plans are created by Teachers.		L.Barnett	05/03/24
4.4 The deployment of support staff is effective and informed by research and the school's own evaluation of impact.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Deployment of support staff is effective. Our support is matched to children's needs.		L.Barnett	05/03/24
---	--	-----------	----------

4.5 Adult support is focused on improving the independence of pupils with SEND and preparing them for adulthood.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Support is focused on independence and preparing children for their next stage of education. Children are given lots of opportunities to work independently if appropriate. Training has recently been given re: Neurodivergence.		L.Barnett	05/03/24

4.6 The SENCO, teachers, teaching assistants and other support staff work well as teams.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		School staff work well as a team, all staff understand the importance of SEND. TA's are given regular opportunity for CPD.		L.Barnett	05/03/24

4.7 Support staff are well trained and kept appropriately informed about pupils with SEND.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Support staff have experienced based training. Since January 2024 the whole school (including MDMS') have received training on ASD. Supervision meetings discuss training needs with EYFS.	Further training to be booked for newer members of staff. Audit to be completed by support staff to highlight any gaps in skills.	L.Barnett	05/03/24

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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		School ensures external advice and reports are included in targets and learning plans.		L.Barnett	05/03/24
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?
		School creates transition books for children moving to the Junior School. Transition meetings with junior teachers, visits from junior teachers to observe in lessons, transition meetings between year groups, junior SENDCO invited to EHCP meeting before transition.		L.Barnett	05/03/24
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?
		School has a close partnership with feeder nursery and junior school, PTA raise money to improve school for all.		L.Barnett	05/03/24

Objective 5

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

Key Performance Indicator	RAG Rating	Action Plan			
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?
		Progress is assessed each term and targets reviewed on Edukey. Data is analysed on EAZMAG. Formative Footprints are used for KS1 and Celebratory Checkpoints for EYFS.		L.Barnett	05/03/24
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?
		Flowchart of identification of SEND need used by all staff, learning plans and reviews termly.		L.Barnett	05/03/24
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?
		New assessments in place (Celebratory Checkpoints, Formative Footprints, Engagement Model)	Further assessments needed for specific SEND.	L.Barnett	05/03/24
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?
		One Page Profile folder in the office, One Page Profiles in all classrooms to share with all staff, Edukey used for all plans to share with staff.		L.Barnett	05/03/24

5.5 Pupils with SEND have access to high-quality inclusive teaching in addition to any additional SEND provision.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		High quality teaching across school, SEND children given a high level of quality support and included in all areas of the curriculum.		L.Barnett	05/03/24
5.6 A range of interventions and resources (including ICT) to address pupils' SEND is available or can be sourced speedily.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Interventions used throughout school are appropriate.	More intervention could be used throughout school, however due to number of new schemes this school year, Teacher's have felt the timetable is too busy at present and children removed for intervention would miss too much.	L.Barnett	05/03/24
5.7 Progress data for pupils with SEND is used to inform lesson planning and strategic developments, including staff CPD.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		The School Improvement Plan includes targets throughout for SEND. Informal assessment is used constantly to assess children's access to the curriculum and		L.Barnett	05/03/24
5.8 The impact of all additional or different provision for pupils with SEND (including interventions and adult support) is thoroughly monitored and evaluated.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Provision for SEND is monitored and evaluated regularly by class teachers, support staff, and SLT. Changes are made on a 'need' basis either as they arise or to pre-empt any issues or changes.		L.Barnett	05/03/24
--	--	-----------	----------

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			
6.1 Wherever possible, pupils are aware of and play a part in planning their own support and interventions.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Children are involved (where appropriate) in planning their targets, they have conversations, to discuss what they find difficult in school and what they would like help with.		L.Barnett	05/03/24
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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Children are asked about their views twice per year, plus additionally if they have an EHCP for annual review. These conversations are used to plan interventions and support.		L.Barnett	05/03/24
--	--	-----------	----------

6.3 Pupils are provided with the information and support necessary to enable them to participate in decisions about their SEND provision.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
---	---	----------------	--------------------	--------------------------------------	----------------------------

6.4 Pupils with SEND are always involved in at least part of meetings or conversations between their parents and teachers.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Pupils are involved in decision making as per their level of need. e.g support staff take photos of children participating in the curriculum (and also their preferred activities) to then show children and discuss with parents/outside agencies, children are involved in reviews (where appropriate).		L.Barnett	05/03/24

6.5 Pupils with SEND know their learning targets and understand what they need to do to achieve them.	A	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Pupils with SEND know that the support adults are there to help them.		L.Barnett	05/03/24

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?
		Feedback from support staff, Teachers and pupils is included when writing policies and making provision.		L.Barnett	05/03/24

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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Teachers meet with parents for 2 parent's evenings and one progress meeting. Parent's are also invited in to school for celebration evenings, and informal conversations during handover.			
7.2 The views of parents on their child's progress, inclusion and well-being are sought regularly in addition to scheduled meetings / conversations.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?

Progress, inclusion and well-being is discussed informally with parents on a regular basis. Formal meetings are arranged twice per year, plus additionally to discuss target reviews.		L.Barnett	05/03/24
---	--	-----------	----------

7.3 Parents are full participants in planning the support and interventions for their children.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parent's views are taken into consideration and included in reviewing and setting of targets.		L.Barnett	05/03/24

7.4 Learning targets and desired outcomes are agreed and reviewed at meetings/conversations with parents.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Progress, inclusion and well-being is discussed informally with parents on a regular basis. Formal meetings are arranged twice per year, plus additionally to discuss target reviews.		L.Barnett	05/03/24

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.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Parents are offered support from the Family Support Worker in school, alongside direction to courses and events specifically for SEND children.		L.Barnett	05/03/24

7.6 Parents are fully involved in planning for all key transitions and are kept informed at all stages.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		A planning meeting for pupil, staff and parents is arranged before transition begins.		L.Barnett	05/03/24
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.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		School have asked for responses to a questionnaire as part of the SENDIA. Parents are given a questionnaire to complete before their child leaves the infant school to move to the juniors. Responses are collated and inform the action plan.		L.Barnett	05/03/24
7.8 Parents' responses are analysed, feedback is provided through a range of media and appropriate follow-up action is taken.	G	Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		School have asked for responses to a questionnaire as part of the SENDIA. Parents are given a questionnaire to complete before their child leaves the infant school to move to the juniors. Responses are collated and inform the action plan.		L.Barnett	05/03/24

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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Induction processes are robust and informative. Feedback from new members of staff has been very positive. Following an induction with a member of the SLT, the SENDCO will have a second SEND specific induction to introduce the member of staff to the team they will be working in, the child they will be working with, where things are and what is expected of them.		L.Barnett	05/03/24
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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Regular learning walks are completed around school. The SENDCO has an open door policy, staff know when she is available and are able to come to see her to ask for support, ideas or guidance.		L.Barnett	05/03/24

8.3 Progress and attainment data for pupils with SEND informs decisions about whole-school CPD and additional training for individual members of staff.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Progress, attainment and level of need informs CPD and outside agency support.		L.Barnett	05/03/24
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.		Current status	Action to be taken	Who will deliver and monitor action?	When will action be taken?
		Staff audit of skills completed for this year. CPD booked		L.Barnett	05/03/24
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?
		SEND and CPD is discussed during performance management, supervision meetings and pupil progress meetings.		L.Barnett	05/03/24
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 teachers are very experienced, and have extensive knowledge of having constructive conversations with parents of pupils with SEND.		L.Barnett	05/03/24