

HOLY FAMILY PRIMARY AND NURSERY SCHOOL
YEAR: 2007-08

ACTION PLAN SEN

PRIORITY: To ensure that at least 80% of pupil on the SEN register improve their spelling and reading age by at least 6 months from Sept 2007 – June 2008.			BASELINE: Significant financial and staff training support has been given over the last three years to secure better SEN outcomes.		
TARGET/S (Aspects to be addressed)	SUCCESS CRITERIA (How we will know we've succeeded)	TASKS (Action to be taken)	TIMESCALE (When/how long will it take?)	STAFF INVOLVEMENT	RESOURCES (Human/material/ include support required)
<p>1. To continue to differentiate planning for all pupils, with smart targets being established for all pupils on the SEN register through group EPs and for IEPs.</p> <p>2. Differentiated provision will be apparent in all classes.</p> <p>3. All pupils will be tested on spelling and Burt tests twice each year mid September and mid June to measure progress.</p>	<ul style="list-style-type: none"> All teachers will create group education plans and smart targets for literacy and numeracy for pupils on SEN register. Individual education plans will be created and evaluated twice each year for pupils from stage 3 – 5 on COP. All SEN pupils will receive a differentiated literacy/numeracy curriculum on a daily basis if required to cater for individual needs. A minimum of 80% of SEN pupils make gains in spelling and reading by 6mths. 	<ul style="list-style-type: none"> Teachers will write Group Education Plans for stage 2 – 5 pupils each half term. Group Education Plans and half termly planners will be monitored by SENCO. Burt and Vernon tests will be administered. Use of appropriate multi-sensory reading/spelling schemes for SEN pupils. 	<ul style="list-style-type: none"> When half term planners are being created All year Twice yearly 	<ul style="list-style-type: none"> Teaching staff Teaching staff SENCO All staff 	<ul style="list-style-type: none"> Time Inset time Finance for sub cover Time Time in class
MONITORING STRATEGIES (Who will lead/What form will it take?)		EVALUATION (How well did we do? - process/outcome)			
<ul style="list-style-type: none"> Monitoring of differentiation and SEN group and individual EPs by principal and SENCO. Team leader progress report to the SMT on a half termly basis. Cluster group meeting on a temly basis. 		<ul style="list-style-type: none"> Gains in reading/spelling test results. Evaluation of tasks and targets by the cluster team. Evaluation of success criteria by SMT and BOG. 			

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<p>4. SEN department/staff will create IEPs for all pupils stage 3 – 5.</p> <p>5. Pupils will continue to set personal goals.</p> <p>6. SEN department will withdraw pupils with major difficulties in literacy.</p> <p>7. Assessment, SEN co-ordinator, literacy and maths co-ordinators to meet twice yearly to review standardised scores of all pupils – core review team.</p>	<ul style="list-style-type: none"> Evaluation of IEPs Each pupil will achieve 1 personal target set based on literacy and 2 others of personal choice. Intended provision will be evident across SEN. Meeting of core group and recommendations to be created twice yearly. 	<ul style="list-style-type: none"> The creation and evaluation of IEP targets will be completed as appropriate and disseminated to appropriate Learning Support Assistants/Teachers and Parents. Learning support assistants will work with small groups with an emphasis on reading, key words, punctuation and comprehension 3 days per week Accelerated Reading Program will be introduced to identified year groups. Written review of scores of each year group and recommendations for improvements. 	<ul style="list-style-type: none"> Mid October and mid March Mid September to mid June October Early December and end of May 	<ul style="list-style-type: none"> All staff All learning support assistants Identified teachers English, Maths, Assessment and SENCO co-ordinators 	<ul style="list-style-type: none"> Finance sub cover Time Finance Finance
MONITORING STRATEGIES (Who will lead/What form will it take?)		EVALUATION (How well did we do? - process/outcome)			

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8. SENCO to be part of SMT meetings as appropriate.	<ul style="list-style-type: none"> Targeted support from external agencies will be secured. 	<ul style="list-style-type: none"> Daily use of USSR in P3 – P7 Extension of library opening hours as part of extended schools programme. Appropriate use of both Accelerated Reading and SRA in P3 – P7 classes. 	<ul style="list-style-type: none"> All year 		<ul style="list-style-type: none"> Extended school funding
9. To maintain current nurture provision.	<ul style="list-style-type: none"> Nurture provision will be sustained by securing of funding. 	<ul style="list-style-type: none"> Provision for some stage 2 pupils with spld in the school reading centre and in the homework club. 	<ul style="list-style-type: none"> All year 	<ul style="list-style-type: none"> Assigned teacher for reading centre 	<ul style="list-style-type: none"> Extended schools funding
10. To achieve BSI Kite Mark in implementation of dyslexia friendly school strategies.		<ul style="list-style-type: none"> Paired reading programme 	<ul style="list-style-type: none"> March 08 October – December 07 June 08 	<ul style="list-style-type: none"> Parent/teacher SENCO/whole staff 	
MONITORING STRATEGIES (Who will lead/What form will it take?)			EVALUATION (How well did we do? - process/outcome)		

