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| **Autumn Term** | **Date** | **Spring Term** | **Date** | **Summer Term** | **Date** |
| Hold Multi-agency planning meeting and identify strategic and pupil priorities. Set dates for external agency visits. |  | Hold Multi-agency planning meeting and identify strategic and pupil priorities. Set dates for external agency visits. |  | Hold Multi-agency planning meeting and identify strategic and pupil priorities. Set dates for external agency visits. |  |
| Liaise with support services/agencies to review Plans. |  | Liaise with support services/agencies to plan reviews. |  | Liaise with support service/agencies to plan reviews. |  |
| Collaborate with agencies, parents, health and social care to assess and identify pupils’ strengths and needs to inform provision. |  | Collaborate with agencies, parents, health and social care to assess and identify pupils’ strengths and needs to inform provision. |  | Collaborate with agencies, parents, health and social care to assess and identify pupils’ strengths and needs to inform provision. |  |
| Consider own professional development, including opportunities to network with other special educational needs coordinators. |  | Consider own professional development, including opportunities to network with other special educational needs coordinators. |  | Consider own professional development, including opportunities to network with other special educational needs coordinators. |  |
| Identify pupils new to school for whom there are concerns. Ensure staff are aware and organise pupil induction. |  | Identify pupils new to school for whom there are concerns. Ensure staff are aware and organise pupil induction. |  | Identify pupils new to school for whom there are concerns. Ensure staff are aware and organise pupil induction. |  |
| Support to colleagues by e.g., additional assessment of children, advice on strategies, team-teaching, support with planning, whole school INSET to develop knowledge/skills. |  | Support to colleagues by e.g., additional assessment of children, advice on strategies, team-teaching, support with planning and whole school INSET to develop knowledge/skills. |  | Support to colleagues by e.g., additional assessment of children, advice on strategies, team-teaching, support with planning and whole school INSET to develop knowledge/skills |  |
| Monitor SEND provision throughout school. |  | Monitor SEND provision throughout school. |  | Monitor SEND provision throughout school. |  |
| Develop Provision Map based on identification of vulnerable pupils, audit of need and progress made in collaboration with teaching/support staff. |  | Update Provision Map based on identification of vulnerable pupils, audit of need and progress made in collaboration with teaching/support staff. |  | Review Provision Map to evaluate value for money of provision and impact on pupil outcomes. |  |
| Identify training needs of staff (teaching assistants and teachers)  Set dates for teaching assistant support/training meetings. Arrange CPD programme for the year for staff e.g., Graduated Approach, medical training, dyslexia, speech, language and communication. |  | Ongoing teaching assistant meetings to provide support and guidance. Induction for any members of staff joined mid-year |  | Discuss teaching assistant deployment for the coming year with the senior leadership team. Ensure deployment is matched to the needs of pupils/vulnerable year groups where possible. |  |
| Review previous targets/set new Performance Management targets with SEND team (including teaching assistants). |  | Meet with teaching assistants to discuss progress of pupils they work with. Observe interventions and provide feedback. |  | Review progress against Performance Management targets with teaching assistants. |  |
| Update pupil census/school records – record pupils receiving additional and different SEN support. |  | Update pupil census/school records – record pupils receiving ‘additional and different’ SEN support. |  | Update pupil census/school records - record pupils receiving ‘additional and different’ SEN support. |  |
| Track progress/attainment of pupils in receipt of SEN support. Attend pupil progress meetings and identify next steps through the graduated approach. |  | Track progress/attainment of pupils in receipt of SEN support. Attend pupil progress meetings and identify next steps through the graduated approach. |  | Track progress/attainment of pupils in receipt of SEN support. Attend pupil progress meetings and identify next steps through the graduated approach. |  |
| Compare summer validated data outcomes with national and comparative figures to identify areas of weakness and use this to inform SEND action plan. |  | Discuss purchase of available traded agency support for the coming financial year with Head teacher. |  | Analyse pupil outcomes at the end of the year and submit report to governing body/directors outlining SEN needs, provision made and impact on outcomes. |  |
| Review and set new short-term targets/outcomes for pupils. Invite parents to review meetings.  Draw up pupil profiles for children receiving SEN Support. |  | Review and set new short-term targets/outcomes for pupils. Invite parents to review meetings.  Draw up pupil profiles for children receiving SEN Support. |  | Review and set new short-term targets/outcomes for pupils. Invite parents to review meetings. At EHCPs reviews, discuss appropriate provision with transition year groups (Year 5 and Year 10).  Draw up pupil profiles for children receiving SEN Support. |  |
| Meet with parents of year 6 pupils receiving SEN Support. Offer advice and support to families about choice and applications for secondary schools. |  | Hold transition reviews for SEND Nursery and Yr6 children. Support parents in organising visits to appropriate primary /secondary school provision. |  | Set up transition support for SEN pupils who will be attending the school in September – additional visits, picture books, summer school. |  |
| Organise careers advice/careers plan for pupils in their final year. Hold transition review meetings to support parents and families with post 16 choices. |  | Review SEN policy and present to the governing body/directors to be ratified. |  | Invite previous setting to transition review meetings to plan support. Use person centred tools to explore the whole child to inform staff. |  |
| Develop SEN action plan for forthcoming year including budget implications e.g., resources, CPD, purchase of additional support to school. |  | Identify actions from school Inclusion, Equality and Accessibility Plan. Update plan with ongoing review comments. |  | Attend transition meetings with pupils moving settings. Support pupils/parents with visits to new setting. Ensure transfer of records. |  |
| Meet with SEN Governor/board member to discuss strategic plans for SEN over the coming year. |  | Meet with SEN Governor/board member to discuss pupil progress, vulnerable groups and whole school overview of provision. |  | Meet with SEN Governor/board member to discuss pupil progress, vulnerable groups and whole school overview of provision. |  |
| **Notes:** | | | | | |

**Academic Year:**

**SENCO Year Planner**