

School Improvement Plan – 2025 – 2026 - 20 on reg, 6 EHCPs

Gobowen Primary School

SEND					
Target	Input, Activities & Tasks	Timescale	Resources/Cost	Monitoring	Success Criteria Impact
Prepare staff to support children in their transition back to school/ new classes – including those with SEND	Share information from Network meetings Share/ agree register with staff.	Autumn 1 – early staff meeting	£0	AB Staff	All children begin transition back to school after Summer break positively due to being well-supported by staff. Both staff and children are able to seek appropriate support.
PCPs and OPPs to be completed in the first 3(Autumn) 2 (Spring and Summer) weeks of term.	Meeting scheduled at the start of each new term. Targets are SMART. New format in place, new class teacher able to access previous format/ targets.	Aut, Spr, Sum	£0	AB Staff	SENCo ensures all staff have conducted their learning plan reviews, reminds staff to update provision maps and adds children’s targets to whole school SEND register. Monitor PCPs and target setting for SEND children. Continue to monitor (with staff) if chn on the register are fully eligible (Code of Practise)
Monitor progress of children with EHCPs <i>Currently 6 EHCPs in school</i>	Regular observations of child and conversations with 1:1 Case study EHCP review Annual Reviews	Ongoing Review March 2023	£0	AB	Pupil accesses suitable support to ensure inclusion, adaptations and progress made.
Ability Blossoms to work with children with ASD/ ASD tendencies including play therapy.	Liaise with advisory teacher and parents to ensure targets and support is appropriate.	Aut, Spr, Sum	£1800	AB, Becky from Ability Blossoms	Pupil accesses suitable support to ensure inclusion.
Attend EIP, network, governor and partnership meetings	AB to attend then disseminate updates to staff and governors.	Aut, Spr, Sum	£0	AB	Staff kept informed with updated regarding SEND teaching and learning.

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Monitor effectiveness of interventions	AB to monitor interventions via provision maps, discussion with staff/children and observations. SEND Learning walks/ drop ins, planned in termly.	Aut, Spr, Sum	£0	AB	Children in Wave 2 and 3 are properly supported and make progress. Effective interventions are identified and used. General feedback is given of strengths and areas for development for TAs delivering intervention. Where chn are withdrawn for intervention, this has a clear impact in class.
Meet with teachers to assess progress of SEND children	Discuss progress towards SEND targets with teachers and feedback to HT SEND learning walks/ drop ins, planned in termly This can be both formally and informally.	Half termly	£0	AB	Targets are SMART and SEND chn are on track to achieve targets. Effective support is in place.
Observations of SEND children to inform case studies.	Information collected to ensure a sample of children are making progress and to inform provision/intervention. SEND learning walks/ drop ins, planned in termly.	Aut, Spr, Sum	£0	AB	Compiled information informs targeted intervention and provision.
Review SEND policy, Accessibility policy, Info report and equality plan.	AB to liaise with HT and governor to review policies.	September 2024	£0	AB, RW, MT/ HP	Statutory policies are kept up to date.
This academic year we have bought into Marches Outreach services for LSAT services/ dyslexia advice/ screening	AB/ staff to agree pupils to be referred at at the beginning of the academic year Referrals completed and sent off. Parental consent. Marches inform of dates and visits.	Autumn 1	£1750	AB RW Staff	Reflect on the year and support/ advice given and decide whether to repeat subscription for next year.