

| Priority | Objective | Action Ref. | Action | Lead person | Start date | Finish date | Costs | Monitoring | RAG Rating | Status: Progress and/or Impact | Evaluator |
|-----------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|-------------|-------------------------------|---------------------------------------|------------|--------------------------------|-----------|
| 3 SEND: To adapt our approach for SEND pupils | 3.1 To adapt the curriculum to support the needs of SEND pupils | 3.1.1 | identify the barriers to learning of the SEND pupils | SENDCO | Sep | Dec | None | SLT-SENDCO meetings | | | |
| | | 3.1.2 | design adaptive modications for all subjects | All Teachers | Sep | July | None | SLT drop ins/Gov monitoring | | | |
| | | 3.1.3 | subject leader aware of subject specific adaptations through monitoring | Subject Leaders | Sep | July | Release time | SLT- Subject monitoring logs | | | |
| | | 3.1.4 | upskill staff on inclusive teaching strategies | SENDCO | Sep | July | None | Evidence in drop ins | | | |
| | | 3.1.5 | Intergrate assistive technology tailored to pupil needs | SENDCO | Sep | July | Resources | Evidence in drop ins Data from IDL | | | |
| | | 3.1.6 | effective deployment of teaching assistants | SLT | Sep | July | None | SLT/SENDCO monitoring | | | |
| | | 3.1.7 | clear learning behaviour expectations to be communicated through adaptations | SLT | Sep | July | None | SLT drop ins/Gov monitoring | | | |
| | | 3.1.8 | adaptations to assessment approaches for SEND pupils | SLT/SENDCO | Oct | July | None | Assessment leader | | | |
| | 3.2 To create an SEND CPD pathway | 3.2.1 | audit previous CPD | SENDCO | Sep | Dec | None | SLT-SENDCO meetings | | | |
| | | 3.2.2 | audit staff knowledge and skills | SENDCO | Sep | Dec | None | SLT-SENDCO meetings | | | |
| | | 3.2.3 | identify needs of the pupils to plan future CPD | SENDCO | Dec | Feb | None | SLT-SENDCO meetings | | | |
| | | 3.2.4 | establish a CPD cycle for SEND | SENDCO | Sep | Dec | CPD costs | SLT-SENDCO meetings | | | |
| | | 3.2.5 | source CPD from internal and external providers | SENDCO | Dec | April | CPD costs | SLT-SENDCO meetings | | | |
| | | 3.2.6 | disseminate CPD to the wider staffing team and school community | SENDCO | Dec | July | None | SLT-newsletters/communications | | | |
| | 3.3 To ensure effective transitions throughout the school day and school year | 3.3.1 | standardise transitions and routines around school | SLT | Sep | Oct | None | Learning walks- SLT/Gov | | | |
| | | 3.3.2 | effective time management during transitions | Teachers | Sep | July | None | Learning walks- SLT | | | |
| | | 3.3.3 | Develop personalised transition plans for SEND pupils (on one page profiles) | Teachers | Dec | April | None | SENDCO | | | |
| | | 3.3.4 | Establish a targeted breakfast club | SLT | Oct | July | None | Gov-resources committee | | | |
| | | 3.3.5 | set up sensory circuits for targeted children | Behaviour Mentor | Sep | Oct | PSP funding | Gov-resources committee | | | |
| | | 3.3.6 | Ensure smooth transitions between home and school | Teachers | Sep | July | None | SLT observations | | | |
| | 3.4 To develop sensory friendly learning spaces | 3.4.1 | consult with SEND specialist to design sensory spaces | SENDCO/SLT | Dec | July | None | SLT-SENDCO meetings | | | |
| | | 3.4.2 | create sensory friendly classrooms to reduce sensory overload | SENDCO/SLT | Sep | July | Classroom furniture/Resources | SLT monitoring | | | |
| | | 3.4.3 | create designated sensory zones with sensory soothing tools - eg. soft lighting, noise reduction, soft furnishings, tactile panels etc | SENDCO/SLT | April | July | Resources/Building work | SBM/SENDCO | | | |
| | | 3.4.4 | create sensory profiles for identified children | SENDCO/Teachers | April | July | None | SLT | | | |
| | | 3.4.5 | Train staff on the use of sensory spaces and tools. | SENDCO | April | July | CPD costs | SLT | | | |
| | 3.5 To improve attendance of SEND and vulnerable pupils | 3.5.1 | Identify the barriers to attendance for specific SEND children | Attendance Lead | Sep | Dec | None | SLT- attendance monitoring | | | |
| | | 3.5.2 | liaise with parents and families to identify barriers to attendance | Attendance Lead | Sep | Dec | None | SLT- attendance monitoring | | | |
| | | 3.5.3 | develop strategies to reduce barriers to attendance | Attendance Lead | Dec | July | None | SLT- attendance monitoring | | | |
| 3.5.4 | | provide tailored activities to reduce lateness | Attendance Lead | Dec | July | None | SLT- attendance monitoring | | | | |

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| 4 GOVERNANCE: To build strength and capacity in the strategic oversight of the school | 4.1 Develop and maintain a robust succession plan for key leadership roles | 4.1.1 | Ensure vacant position are filled with governors who have the right skill sets | Clerk/Headteacher | Sep | October | None | Gov meetings- post are filled | | | |
| | | 4.1.2 | Enensure a smooth handover of responsibilities for succession planning | COG | Sep | October | None | Gov meetings | | | |
| | | 4.1.3 | Implement induction processes for new governors following policies and procedures | COG/Headteacher | Sep | November | None | Gov meetings | | | |
| | | 4.1.4 | Ensure the necessary training for governors new role is accessed | Clerk/Headteacher | Sep | July | CPD costs | Gov minutes | | | |
| | 4.2 Set the schools strategic direction | 4.2.1 | Source training on strategic planning | Headteacher | Sep | October | None | Gov meetings | | | |
| | | 4.2.2 | Establish a strategic planning team | Headteacher | Sep | November | None | Gov minutes | | | |
| | | 4.2.3 | Identify the schools 3-5 year priorities | Strategy team | November | February | None | Gov minutes | | | |
| | | 4.2.4 | Create a strategy | strategy team | November | February | None | Gov Minutes | | | |
| | | 4.2.5 | Review and monitor strategy | Governing body | February | July | None | Gov Minutes | | | |
| | 4.3 Plan for risk and management of this | 4.3.1 | Establish a risk management team | Headteacher | October | January | None | Gov minutes | | | |
| | | 4.3.2 | Identify areas of risk | RM Team | January | April | None | Gov Minutes | | | |
| | | 4.3.3 | create a risk register | RM Team | January | April | None | Gov minutes | | | |
| | | 4.3.4 | Monitor and review risk register | HT/Governors/SBM | April | July | None | Gov minutes | | | |
| | 4.4 Effectivley monitor the schools key priorities with a clear focus | 4.4.1 | Review monitoring schedule | COG/headteacher | Sep | October | None | Gov minutes | | | |
| | | 4.4.2 | Consider SIP and school alignment | COG/Headteacher | Sep | October | None | Gov minutes | | | |
| | | 4.4.3 | Delegate responsibilities for the year | COG/Clerk | October | November | None | Gov minutes | | | |
| 4.4.4 | | Complete monitoring and review impact | Committees | Sep | July | None | Gov impact reports | | | | |