

SEND Improvement Plan – One Year Timescale

This plan outlines objectives, actions, milestones, success criteria, responsible staff, and monitoring methods to improve SEND provision across the school. This will work alongside the FRAME document.

Objective	Actions & Milestones	Success Criteria	Responsible Staff	Monitoring & Evaluation
Curriculum intent and implementation for learners with SEND are embedded securely and consistently across the school.	T1: Audit curriculum planning and delivery for SEND. T2: Develop and share SEND curriculum framework. T3: Deliver CPD on adaptive teaching strategies.	Consistent evidence of SEND adaptations in planning and lessons.	SENDCo, Teachers, Teaching Assistants	Planning scrutiny, lesson observations, pupil progress reviews
The curriculum for learners with SEND is ambitious and designed to give them the knowledge and cultural capital they need to succeed.	T1: Review schemes for knowledge-rich content and vocabulary. T2: Embed enrichment opportunities (visits, life skills). T3: Monitor impact via pupil voice and engagement.	SEND learners access enrichment and demonstrate improved cultural capital.	SENDCo, Curriculum Lead	Pupil voice, work scrutiny
Teachers have good knowledge of the subject(s) and how to	T1: Audit staff confidence. T2: Deliver CPD on adaptive strategies.	Teachers confidently adapt lessons for SEND learners.	SENDCo, ELT	Lesson observations, staff feedback

adapt them for learners with SEND.	T3: Peer observations and coaching.			
Leaders are fully involved in the delivery of high-quality, whole-school CPD.	Leaders co-deliver at least one CPD session per term and attend all sessions.	Leaders model best practice and CPD impact is evident in classrooms.	ELT, SENDCo	CPD evaluations, lesson observations
The work given to learners with SEND matches curriculum aims.	T1: Audit planning and resources. T2: Train staff on scaffolding and differentiation. T3: Monitor through work scrutiny and observations.	SEND work reflects curriculum ambition.	SENDCo, Teachers	Work sampling, planning checks
Learners with SEND achieve the best possible educational and wider outcomes.	T1: Set individual targets. T2: Deliver targeted interventions. T3: Evaluate impact and refine strategies.	Progress data shows improvement in academic and personal development.	SENDCo, Teachers, Teaching Assistants	Data analysis, pupil voice
The work of learners with SEND across the curriculum is consistently of high quality.	T1: Agree standards for high-quality work. T2: Train staff on feedback and scaffolding. T3: Conduct termly work scrutiny.	SEND work meets agreed standards across subjects.	SENDCo, Teachers, Teaching Assistants	Work scrutiny reports
Learners with SEND read widely and apply mathematical	T1: Assess reading and maths skills. T2: Deliver targeted literacy and numeracy	Improved fluency, comprehension, and maths application.	SENDCo, Literacy & Numeracy Leads, Teachers,	Assessment data, pupil voice

knowledge appropriately.	interventions. T3: Monitor progress and adjust interventions.		Teaching Assistants	
Aspects of SEND provision are exemplary and shared with others.	T1: Identify and document best practice. T2: Develop case studies and resources. T3: Host a SEND network meeting/webinar.	Positive feedback from partner schools; evidence of collaboration.	ELT, SENDCo	Feedback forms, partnership logs
Systems promote contributions from parents and carers.	T1: Gather parent feedback. T2: Launch termly SEND forums and workshops. T3: Co-create support plans with parents.	Increased parental engagement and satisfaction.	SENDCo, Family Liaison. Parents	Parent surveys, attendance records
Pupils with SEND have personalised plans beyond the standard curriculum.	T1: Audit and standardise plan templates. T2: Train staff on writing aspirational plans. T3: Review plans termly with pupils and parents.	All SEND learners have high-quality personalised plans.	SENDCo, Class Teachers	Plan audits, progress reviews
Teachers receive training on working effectively with TAs.	T1: Audit current practice. T2: Deliver CPD on teacher-TA collaboration. T3: Monitor impact through observations and feedback.	Effective deployment of TAs observed in lessons.	ELT, SENDCo	Lesson observations, TA feedback

<p>School uses evidence-based interventions.</p>	<p>T1: Audit interventions against research evidence. T2: Implement strongest evidence-based interventions. T3: Monitor impact and refine provision.</p>	<p>Interventions show measurable impact on attainment.</p>	<p>SENDCo, Teachers, Teaching Assistants</p>	<p>Progress data, intervention reviews</p>
<p>A referral system is in place for SEND concerns.</p>	<p>T1: Create and communicate referral pathway. T2: Train staff on referral process. T3: Monitor referrals and refine system.</p>	<p>Timely identification and support for SEND learners.</p>	<p>SENDCo</p>	<p>Referral logs, staff feedback</p>