



SEN Targeted Provision

Identified Areas to Improve	Strategies	Cost	Evidence for Improvement & Deadlines
1. To have meaningful out of class interventions to support children's learning.	Interventions to take place Tues-Thurs 9:00-9:30	LSA time	Observation of Melissa and Michelle.
	Interventions to be targeted at specific needs. (Ed, Melissa and Michelle)	None	Termly review of interventions and the children attending.
	Interventions to be well resourced.	LSA time	Friday (9:40 – 12:00 Michelle & Monday 9:00 – 9:30 Michelle and Melissa)
2. For support to be provided in the classroom to support children's learning.	IEPs (Ed)	None	Checked by Ed
	Appropriate differentiation (James)	None	Planning and book monitoring
	Communication between class teachers and LSAs providing out of class interventions. (Ed)	None	Checked by Ed informally.
3. To use and apply for appropriate external support.	Early identification of need	None	Staff Meetings, progress tracking, informal professional dialogue.
	To apply for any addition, external support.	Ed time	Ed to use Friday mornings to complete paperwork, contact agencies etc.
	To ensure that good relationships are built with external agencies	Training (approx. £500) Teacher/ LSA time	Tasks and requests from external agencies are carried out to a high standard and meet deadlines.
4. Tracking of children and interventions to ensure that interventions are working and children are progressing.	Daily reports on progress & tasks (Ed)	LSA time	Children will show progress through the written evidence in sessions. Observations.
	LSAs to be flexible and to change planning if progress is not as expected. (Ed)	LSA time Training (approx £200)	Evidence in class/ book monitoring. Progress meetings to show suitable progress is being made.
			Planning changed when appropriate.
5. Children with Statements to be provided with meaningful support to aid progress.	Individual tracking grids. (Ed)	LSA time	Children's tasks and progress to be noted by LSA performing 1 to 1 work.
	Regular meeting with parents/ carers (James)	James time	Parents to be involved in statements and provision. Parental input to be evident.
	External support used	None	Feedback from professionals
	Exceptional Needs Funding	Ed's time	Ed to use Friday mornings to apply for any extra funding.

Comment [j1]: Regular practice

Comment [j2]: Reviews being done more often – as and when needed.

Comment [j3]: Well resourced and planned for.

Comment [j4]: Checked & up to date.

Comment [j5]: Excellent evidence in books, planning and through observations

Comment [j6]: Strong communication occurs.

Comment [j7]: Small school makes this easier

Comment [j8]: Significant funding has been won.

Comment [j9]: Observations show excellent progress. As do books.

Comment [j10]: Being done. E.g. spelling patterns.

Comment [j11]: Grids being filled in.

Comment [j12]: Meetings set up as catch up and professional meetings – although sometimes problematic when dealing with other bodies.

Comment [j13]: A lot of chasing etc is being done and needs to be done here.