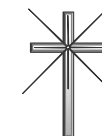




Thorner's Church of England VA Primary School
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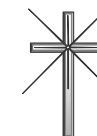


Highest area of Need – Social and Emotional Needs/ASC

Action Plan	Lead Person	Time Scale	Details of Action	Resources	Cost	Monitoring	Success Criteria
Ensure all staff help create a welcoming environment on the Gate at transition moments	MS	Autumn 24	All teachers to be available on the Gate/door of classroom	All staff	None	MS	All pupils come confidently into school Pupils who are anxious are given support promptly
Gentle Start Club up and running	JH/SB	Autumn 24	JH/SB to run an ELSA based club on Tues and Thurs AMs to help those pupils who struggle with coming in to school confidently	JH/SB Otime	£500	MS	All pupils come confidently into school Pupils who are anxious are given support promptly
ELSA	JH/SB	Xmas 24	JH and SB to continue attending ELSA meetings run by County JH/SB to circulate ELSA referral form to teachers and review/prioritise	ELSA assembly time slots	£500	MS	All pupils to have access to prompt ELSA support as required. Pupils to access ELSA on basis of need
Ensure SEN pupils make at least expected progress SDP Priority 1	MS/Class Teachers	Termly	Review of data on a regular basis to ensure that children with SEN are making at least expected progress. Put in place	PPA time	None	Review of APP data on a regular basis	From their given starting points, SEN pupils making progress in line with age related expectations



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			sessions/teaching aids to enable this. Small steps clearly sequenced.				
Staff Professional Development (B) SDP Priority 2	MS	End of Summer Term	MS to share Autism/ASC best practice with teachers and TAs. All to attend SEND workshop run by DC and WDSCollab. Esp ASC and EBSA.	Staff Meeting/ Lunchtime session	None		Staff better aware of good practice as evidenced in lessons obs and SEND pupil outcomes
Children with SEN have appropriate IEPs or appropriate written records SDP Priority 1	MS	Termly	IEPs set (SMART) targets that are reviewed termly yearly with parental Involvement Written records record evidence of progress, impact and next steps	PPA time	None	Review of IEPs	From their given starting points, SEN pupils making progress in line with age related expectations
External Agencies SDP Priority 1	MS	Termly	Consistent involvement of outside agencies to support children as needed.	PPA time	None	Review of relationships with External Agencies.	From their given starting points, SEN pupils making progress in line with age related expectations