

Example of a School SLCN Action Plan

Activity	Staff involved, organisation, time	Resources needed	
1	Complete self-evaluation form at the beginning of the Autumn term to create a baseline of staff's existing knowledge and skills in SLCN.	All staff to attend staff meeting to introduce and complete self-evaluation audit. Staff are asked to record evidence to support their judgements (30 minutes.)	Staff self-evaluation
2	Analysis of staff self-evaluation to prioritise individuals / curriculum areas to be involved in further work. Look at common areas of strength / development.	Senior Management Team, Inclusion manager, SENCo Heads of Year, and /or Headteacher (45 minutes).	May call on support from outside agencies. For more information on SLCN training opportunities in Worcestershire, refer to the SLCN Pathway website.
3	Identify training needs of staff and arrange INSET.	SENCo, possibly in consultation with outside agencies.	Outside agencies
4	Establish a shared vision of inclusive teaching, Quality First Teaching. Sharing of what works.	All staff in staff meeting time (30 minute activity).	Classroom observations
5	Complete a "Communication-friendly Environment" audit and identify areas for development.	All staff – staff meeting (30 minutes).	"Communication-friendly Environment" audit tool IDP - Barriers and Overcoming Barriers Inclusion Development Programme (IDP) Module 2 "A communication-supportive environment for all"
6	Work on agreed key elements identified and focus particularly on making adjustments to planning and practice which will strengthen learning, teaching and access for pupils with SLCN.	All staff	Refer to relevant sections of the SLCN Pathway e.g. Inclusion Development Programme IDP Language for Learning "Show Me" DVD
7	Focus on identification of pupils with SLCN, the nature of SLCN and the range of difficulties these children may experience.	All staff, particularly those who identify this as an area for development.	Refer to relevant sections of the SLCN Pathway e.g. Identification of SLCN Inclusion Development Programme (IDP) Module 3 "What are Speech, Language and Communication Needs?" Language for Learning
8	Monitor progress and evaluate outcomes.	Staff re-complete self-evaluation they carried out at the start of the year in staff meeting (30 minutes).	Self-evaluation audit tool

Success criteria:

- Staff are confident that they understand the nature of SLCN and the range of difficulties pupils experience
- Pupils with SLCN show increased confidence and enjoyment and participation in lessons; progress of pupils with SLCN is improved

Monitoring by: SENCo /Senior management Team (SMT)/Subject leaders

Time needed: As part of school on-going monitoring cycle

Monitoring Strategies: Evidence from staff self-evaluation (baseline compared with end), pupil questionnaire; lesson observations; pupil progress data (RAISE online, NC levels) and observed evidence of improved progress/participation in lessons; planning and work scrutiny.