

FOCUS	PRESENT POSITION	PLANNED POSITION	KEY TASKS	REVIEW DATE SUCCESS CRITERIA	RESOURCE/TIME	PERSONNEL INVOLVED	MONITORING: WHO/WHEN/HOW?
<p>1. CURRICULUM ACCESSIBILITY</p> <p>a) Differentiated teaching to meet the needs of all pupils</p> <p>b) Ensure that any specialist equipment children may need is available in School</p>	<p>All subjects differentiated</p> <p>Equipment in school allocated by SENCO</p>	<p>i) Maintain this position</p> <p>ii) Continue to monitor to ensure the continued meeting of all children's needs</p> <p>To ensure equipment in School is fit for purpose and examine the future need of the School and purchase equipment</p>	<p>i) Monitoring of teaching, learning and planning.</p> <p>ii) Ensure staff are always aware of the needs of any new pupils.</p> <p>i) SENCO to ensure equipment is being used appropriately and is fit for purpose</p> <p>ii) SENCO to act on advice from outside agencies.</p> <p>iii) Prioritise future needs</p> <p>iv) Order equipment as and when the need arises and as funding is available</p>	<p>Ongoing/all children's needs are catered for. All lessons continue to be differentiated</p> <p>Ongoing.</p> <p>School well equipped to meet the needs of all our pupils</p>	<p>Leadership and subject coordinators time</p> <p>SENCO time Budget</p>	<p>Leadership team SEN Governor Class Teachers Teaching Assistants</p> <p>SENCO</p>	<ul style="list-style-type: none"> • Planning and workbook scrutiny • Lesson observations • Pupil Progress Meetings • Data Analysis • Regular Teacher and TA meetings • Staff Performance Management • Pupil Progress Meetings • SEN review meetings

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<p>c) Ensure staff training on effectively delivering the curriculum to all levels ensuring equality for all. Increase awareness of SEN within the school</p>	<p>Training needs identified through Performance Management</p>	<p>To continue to identify training opportunities.</p>	<p>Enrol Teaching Assistants on relevant training programmes.</p>	<p>Ongoing. Broad range of teaching strategies adopted to meet different learning styles. Adapted materials produced/used to meet needs.</p>	<p>Use of INSET days SENCO time Budget</p>	<p>All people responsible for carrying out Performance Management within the school. SEN Governor</p>	<ul style="list-style-type: none"> • Pupil Progress Meetings • Training log • Regular Teacher and TA meetings • Staff Performance Management
<p>2. PHYSICAL ACCESSIBILITY</p> <p>a) School on tiered site which makes transition around the school for pupils, parent/carers and staff with mobility issues quite challenging.</p>	<p>The School has made reasonable adjustments to make most of the school accessible. The upper playground and main entrance level can be accessed via slope from the main gate. There is a lift between the upper and lower floors and a small lift to access the study</p>	<p>i) Emergency exit routes to be devised should a disabled pupil come on roll.</p>	<p>i) Provide relevant training to staff on safely using Evac Chairs.</p>	<p>Staff trained.</p>	<p>Time put aside for training</p>	<p>Executive Headteacher Business Manager Finance Officer Site Manager</p>	<ul style="list-style-type: none"> • Leadership Team • Governor H&S monitoring

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	<p>area on the lower ground floor. Currently there is no access for wheelchair users to the lower playground. The Early Years area is currently in a court yard in the centre of the school which is accessed via a set of steps. Children in the Early years with a physical disability can access the main infant playground.</p> <p>The school has provided Evac Chairs to enable safe evacuation from the building in an emergency.</p>						

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	The school has devised a Personal Evacuation Plan for disabled adult who comes on premises.						
<p>b) Disabled toilet facilities.</p> <p>c) Suitable outside areas and equipment</p>	<p>There are two disabled toilets, one on each level.</p> <p>Currently there is no access for wheelchair users to the lower playground.</p> <p>The Early Years area is currently in a court yard in the centre of the school which is accessed via a set of steps. Children in the Early years with a physical disability can access the main</p>	<p>None at present.</p> <p>None at present.</p>	<p>If required, immediate review of facilities.</p> <p>If required, immediate review of facilities.</p>	<p>Ongoing review.</p> <p>Ongoing review</p>	<p>N/A</p> <p>N/A</p>	<p>Business Manager SENCO Caretaker</p> <p>Business Manager SENCO Caretaker</p>	<ul style="list-style-type: none"> • Leadership Team • Governor H&S monitoring • Leadership Team • Governor H&S monitoring

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	infant playground.						
3. AWARENESS							
a) To continue to challenge stereotyping through curriculum opportunities	PSHE lessons and Collective Worship increase understanding and tolerance	To develop opportunities to learn about disabilities to increase awareness amongst the pupils	<p>Include disability within Anti-Bullying week discussions with the pupils.</p> <p>Identify learning opportunities (i.e. disability sports) to discuss with the children.</p>	Pupils' increased understanding and tolerance of disability.	PSHE coordinator time Planning time	Leadership team PSHE coordinator Class Teachers	<ul style="list-style-type: none"> • Planning scrutiny • Lesson observations • Monitoring of collective worship
b) To promote the ethos of inclusivity to new staff and the wider community.	<p>New Staff attend induction with SENCO</p> <p>School environment displays</p>	Induction and training as and when needed; particularly for when new staff join	<p>Training needs identified through Performance Management.</p> <p>SENCO to deliver short staff meeting – What is inclusivity? What does it look like? How can we make our classroom more accessible?</p>	New staff share this ethos and it is evident within their classroom environment	<p>Allocate meeting time.</p> <p>Training budget</p>	SENCO Classroom Staff	<ul style="list-style-type: none"> • Induction records • Training log • Classroom walks • Policy reviews

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3. COMMUNICATION Parents and pupils with disability have access to all relevant school information	<p>Emailed letters are the main form of communication with parents with some paper letters going home through book bags.</p> <p>Teachers2Parents text can be used for urgent communication.</p> <p>Verbal and written communication is the main form of communication with the pupils.</p>	<p>To use Parentmail as main form of communication so that paper letters home are no longer needed.</p> <p>To purchase appropriate translation software for parents struggling to understand English.</p>	<p>Roll out Parentmail.</p> <p>Identify appropriate translation software, purchase and install.</p> <p>Take advice and make adjustments if required.</p>	<p>Parents and pupils with English language difficulties and disability have access to all relevant school information</p>	<p>Pupil communication - SENCO time</p> <p>Parent communication - Budget</p>	<p>SENCO Classroom Office Staff</p>	<p>Positive feedback from relevant staff members, parents and pupils</p>
4. SUPPORT SERVICES a) To continue to use specialist forums	<p>Individual pupils referred to specialist external agencies.</p>	<p>To continue to use specialist external support services as and when required.</p>	<p>Attend LIFT meetings.</p> <p>Attend SENCO training and update meetings.</p>	<p>Ongoing.</p>	<p>SENCO time.</p>	<p>SENCO</p>	<p>Headteacher</p>

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b) To continue to apply for High Needs Funding for individual pupils	Applications made for High Needs Funding for individual pupils.	To continue to make application for HNF as and when required	<p>SENCO to complete relevant paperwork.</p> <p>Present information at LIFT meetings.</p> <p>Obtain external assessments to support applications.</p> <p>Engage with parents to notify the application process.</p>	<p>School has developed an efficient network of support and children have the relevant and timely support required.</p> <p>Ongoing.</p> <p>Receipt of High Needs Funding.</p>	SENCO time.	SENCO	<p>Ensure staff provide the relevant level of support when funding approved through:-</p> <ul style="list-style-type: none"> • Pupil Progress Meetings • Data Analysis • Planning and workbook scrutiny