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| 1. **Improving participation in the curriculum**
 |
| Priority | Lead | Strategy/action | Resources | Timescale | Success criteria |
| Effective communication and engagement with parents | SLT/SENCo | Termly meetings with parents/carers – parent consultationsTermly ILP meetings with SENCoFormal review meetings for children with EHCP’sTAF and PEP meetingsExtra meetings on requestCome and Share our Learning | Allocated time and cover | In place and ongoing | Parents/carers fully informed about progress and engage with their child’s learning |
| Training for staff on increasing accessibility to the curriculum for all pupils | SLT/SENCoSchool Nurse | Epipen trainingHealthcare plansSALT, ASCT, LBAT, EP advice as necessaryAccess to courses, CPDOutreach support – Fair Access and Local Special SchoolTeamteach training | Training timeTA time allocated | In place and ongoing: Epipen trainingTeamteach updated as appropriateRegular visits from outside professionals | Increased access to the curriculumNeeds of all learners metStaff training record |
| Effective use of school staff to increase access to the curriculum for all pupils | SENCo/SLT | Strategic deployment of support staff/SENCo | TA and teacher time allocated | In place and ongoing | Positive impact on pupil progress |
| Adaptations to the curriculum to meet the needs of individual learners | SLT/SENCo | Pastoral supportTimetable adaptationsS and L therapy programmesUse of access arrangements for assessments/national tests | Yourspace counselling weeklyS and L intervention daily | In place and ongoing | Needs of all learners met enabling positive outcomes |
| Appropriate use of specialised equipment to benefit individual pupils and staff | SENCo | Sloping boards for writingPencil grips, coloured overlays, adapted rulersWobble cushions, fidget toys and chews | Specialist equipment as listed | In place / order as required | Increased access to the curriculumNeeds of all learners met |
| All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of all pupils | SLT/SENCo/ Appropriate staff | Risk assessments undertaken as appropriateProviders will comply with all legal requirements | Specialist equipment as required | Ongoing | Increased access to extra-curricular activities for all pupils |
| 1. **Improving the physical environment**
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| Priority | Lead | Strategy/action | Resources | Timescale | Success criteria |
| Provision of wheelchair accessible toilets | Head | Maintain wheelchair accessible toilets | Maintain as needed | In place and ongoing | Physical accessibility of school increased |
| Access into school and reception | Head | Ramps and handrails, pushbutton gate operation |  | In place | Physical accessibility of school increased |
| Maintain safe access around exterior of school | Head/Premises officer | Ensure pathways are clear of vegetation | Grounds maintenance budget | Ongoing | People can move unhindered |
| Maintain safe access around interior of school | Head/premises officer | Awareness of flooring, furniture and layout when planning for disabled pupils | Cost of any adjustments that need to be made | Ongoing | People with disabilities can move safely around the school |
| 1. **Improve the delivery of written information**
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| Priority | Lead | Strategy/action | Resources | Timescale | Success criteria |
| Documents are accessible to all | Office/SLT/SENCo | Provide translated documents when appropriateProvide information using large text, clear font to parents, staff and pupils as and when necessaryEnsure written information is clear and jargon free |  | Ongoing | All parents, staff and pupils can access written information |