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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 consultations  Termly ILP meetings with SENCo  Formal review meetings for children with EHCP’s  TAF and PEP meetings  Extra meetings on request  Come 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/SENCo  School Nurse | Epipen training  Healthcare plans  SALT, ASCT, LBAT, EP advice as necessary  Access to courses, CPD  Outreach support – Fair Access and Local Special School  Teamteach training | Training time  TA time allocated | In place and ongoing: Epipen training  Teamteach updated as appropriate  Regular visits from outside professionals | Increased access to the curriculum  Needs of all learners met  Staff 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 support  Timetable adaptations  S and L therapy programmes  Use of access arrangements for assessments/national tests | Yourspace counselling weekly  S 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 writing  Pencil grips, coloured overlays, adapted rulers  Wobble cushions, fidget toys and chews | Specialist equipment as listed | In place / order as required | Increased access to the curriculum  Needs 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 appropriate  Providers 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** | | | | | |
| 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** | | | | | |
| Priority | Lead | Strategy/action | Resources | Timescale | Success criteria |
| Documents are accessible to all | Office/SLT/SENCo | Provide translated documents when appropriate  Provide information using large text, clear font to parents, staff and pupils as and when necessary  Ensure written information is clear and jargon free |  | Ongoing | All parents, staff and pupils can access written information |