

<p>Ensure Teachers and TAs have access to specific training on SEND issues.</p> <ul style="list-style-type: none"> • Ensure specific training for TAs which is tailored to meet student need and outcomes in EHCPs. • Role of the TA in teaching and learning • Using SEND data to promote best outcomes for pupils. • LSA access to T.A Network and appropriate courses. 	<p>SENCo/ Inclusion Coordinator, Multi Agency colleagues</p>	<p>July 2017</p>	<p>Headteacher, SENCo Designated Governor</p>	<ul style="list-style-type: none"> • Collaboration with Multi agency services, to establish caseload/ model of support. • Twilight training opportunities for staff planned for Academic year 2016-2017. • TAs to complete of CPD skills audit to determine individual training needs. • Use of “specialist” LSAs from UWS for intervention in literacy and numeracy.
<p>Ensure all staff are aware of and plan for students with SEND.</p> <ul style="list-style-type: none"> • Set up system of information sharing good practice for students with SEND. • Set up system for information to be shared readily with all staff, to enable them to inform teaching and learning and differentiation. 	<p>SENCo/ Inclusion Coordinator</p>	<p>July 2017</p>	<p>Headteacher SENCo</p>	<ul style="list-style-type: none"> • Inclusion Passports, Student Support Plans being created/updated for pupils with SEND. • Updating and adapting SEN data and registers with links to pupil information and learning styles/needs eg Autism, Dyslexia, Medical, Vulnerable, SEN, MAGT registers. • “Lesson drop ins” and observations in place. • Access Arrangements in place for identified pupils in SATs

Success criteria

- **All students will be valued and included as members of the school community, recognised for their personal strengths regardless of gender, sexual orientation, religion and/or race.**

<p>• Actions to achieve the success criteria</p>	<p>Persons responsible for delivering the action</p>	<p>Timescale</p>	<p>Monitoring Person and Method</p>	<p>Notes on progress</p>
<ul style="list-style-type: none"> • Assemblies to promote inclusion and tolerance of others. • Anti-bullying week implemented in school • Establish Ethos of consideration for others and having positive attitude to learning through displays, assemblies, visiting speakers, trips and visits which enhance SMSC. • Embed SMSC across whole school curriculum. 	<p>Headteacher, Class Teachers</p>	<p>July 2017</p>	<p>Headteacher/ SENCo</p>	<ul style="list-style-type: none"> • Assemblies for the full academic year to be planned on anti-bullying/different. cultures/diversity. • “traffic light” rewards system. • Lesson plans demonstrate opportunities for SMSC • Extra-curricular activities including “cluster” sports available and accessible to all pupils

<ul style="list-style-type: none"> • Ensure that all students with and without SEND can embrace opportunities for educational trips and visits in order to broaden their experience of other cultures and events in history. • Displays, books and notice boards represent diversity. 				<ul style="list-style-type: none"> • “Friends” contribution enables all pupils to participate in all events.
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Success criteria:

- All staff confident and consistent in range of differentiation strategies and use of alternative recording. Students with disabilities confident and able to participate equally in out of school activities.
- All staff work from a disability equality perspective.
- Increased confidence of staff in developing their curriculum area accessibly.
- Increased involvement of TAs in planning and evaluation of lessons

Actions to achieve the success criteria	Persons responsible for delivering the action	Timescale	Monitoring Person and Method	Notes on progress
<p>Ensure physical access for all pupils including those with SEND</p> <ul style="list-style-type: none"> • Adapt resources/classroom setting for students with SEND <p>Ensure physical access for all staff</p> <ul style="list-style-type: none"> • By individual negotiation according to need. • Advice from appropriate agencies e.g. occupational health. 	<p>Headteacher/ SENCo/ TAs/ ClassTeachers</p>	<p>July 2017</p>		<ul style="list-style-type: none"> • Medical Care plans in place for students where appropriate. • Risk Assessments in place for students where appropriate. • SpLD resources available in both classrooms. • Technology enhanced learning resources available to support participation • Disabled toilet facilities in place. • Outdoor area with disabled access. • Alternative route into school via KS1 classroom, avoiding steps to reception.

<p><i>Develop system for involving LSAs in curriculum planning, teaching and learning</i></p> <ul style="list-style-type: none"> • Class overviews to be made available to TAs • Establish joint teacher/ TA planning and evaluation opportunities. 	<p>Headteacher/ SENCo/ Class teacher, TAs</p>	<p>July 2017</p>	<p>Designated Governor, Headteacher SENCo</p>	<ul style="list-style-type: none"> • CPD sessions held with both teachers and TAs re importance of communication and sharing good practice re teaching and learning. • LSA to be timetabled for additional 30 mins weekly to facilitate liaison with teachers.
<p><i>Welcoming and accessible environment for parents, carers and community users along with other visitors.</i></p>		<p>On going</p>	<p>Headteacher SENCo Reception Staff, Parent and/or SEN Governor</p>	<ul style="list-style-type: none"> • Clear signage internally and externally. • All communication can be made available in different formats upon request e.g. orally through translation in to other languages, BSL etc. • Pupil and parent voice sought as appropriate.