



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

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

<ul style="list-style-type: none"> <li>• 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.</li> <li>• Displays, books and notice boards represent diversity.</li> </ul>				<ul style="list-style-type: none"> <li>• “Friends” contribution enables all pupils to participate in all events.</li> </ul>
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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><b>Ensure physical access for all pupils including those with SEND</b></p> <ul style="list-style-type: none"> <li>• Adapt resources/classroom setting for students with SEND</li> </ul> <p><b>Ensure physical access for all staff</b></p> <ul style="list-style-type: none"> <li>• By individual negotiation according to need.</li> <li>• Advice from appropriate agencies e.g. occupational health.</li> </ul>	<p>Headteacher/ SENCo/ TAs/ ClassTeachers</p>	<p>July 2017</p>		<ul style="list-style-type: none"> <li>• Medical Care plans in place for students where appropriate.</li> <li>• Risk Assessments in place for students where appropriate.</li> <li>• SpLD resources available in both classrooms.</li> <li>• Technology enhanced learning resources available to support participation</li> <li>• Disabled toilet facilities in place.</li> <li>• Outdoor area with disabled access.</li> <li>• Alternative route into school via KS1 classroom, avoiding steps to reception.</li> </ul>

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