

<p>Ensure all disabled or impaired people can be safely evacuated</p>	<ul style="list-style-type: none"> • Regular site reviews ensure that evacuation routes are clear from hazards • Ensure there is a personal emergency evacuation plan (PEEP) for all disabled staff and pupils. • Regularly review fire risk assessment and fire evacuation routes to ensure safe exit for any disabled visitors who may be in the building. • Disabled pupils to be allocated a 1:1 assistant in the event of a fire who would evacuate them safely – this should be detailed in the PEEP. 	<p>As required</p>	<p>SENCO Facilities Manager</p>	<p>All students and staff working in school are safe and able to access evacuation routes appropriately.</p>
<p>Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.</p>	<ul style="list-style-type: none"> • Ensure staff are fully trained and aware of their duties. • Equipment to be checked regularly. • Regular drills to include consideration for access. • Fire Risk Assessment to be kept up-to-date and under continuous review • Any contractors or visitors to be given fire evacuation points as part of sign-in system. • Termly drills ensure that systems are effective 	<p>Ongoing</p>	<p>SENCO Facilities Manager</p>	<p>All personnel and students have safe independent exits from academy.</p>
<p>Ensure that the building remains fully accessible and compliant in line with the Equality Act.</p>	<ul style="list-style-type: none"> • Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc. Any changes to follow 	<p>As works are undertaken</p>	<p>Facilities Manager</p>	<p>That the building is fully accessible and easily accessible by all staff, students, parents/carers, visitors.</p>

	<p>consultation with the Estates Manager at the Trust.</p> <ul style="list-style-type: none"> Any contractors to be given full site induction to ensure their safety on site. 			
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Improving Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
To ensure the website is compliant with statutory regulations	<ul style="list-style-type: none"> Annual website audit undertaken by UoBAT to ensure compliance. Any changes made promptly. 	Annual Check	Principal	Compliant Website
To improve awareness of alternative formats for sharing information	<ul style="list-style-type: none"> Use a variety of formats for communication, including text, email, post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs. Ensure communication with both parents when families are separated. Check that correspondence sent home is accessible in relation to reading ability, language etc. Provide support for parents and carers who are unable to read / do not speak English, so that they can work with school staff to understand information. Aids to be provided for pupils who require them to support with access to the curriculum / information. Staff to receive support from the Inclusion Team to provide appropriate resources to support in the classroom 	<p>Ongoing</p> <p>When required</p> <p>When required</p>	All staff	All parents/carers become aware of alternatives available and how these can be accessed.

	<p>e.g. buff paper / Communicate in Print instructions etc.</p> <ul style="list-style-type: none"> • Inclusion Team to monitor the access to information for individual pupils on the SEN caseload to ensure that appropriate provision is in place. Advice and guidance to be implemented from external professionals. 			
Ensure information in all SEN reviews is accessible to all parties	<ul style="list-style-type: none"> • SENCO to have good working knowledge of parents and carers requirements, through regular meetings and conversations. • Choice of formats to be provided for student's/parents/carers to provide their views on reviews • Information to be provided to parents in advance of meetings to ensure they have sufficient time to read and understand. • Parents to be offered the opportunity for a friend / translator to attend to support their understanding if required. 	Ongoing	SENCO All staff	Parents/carers have choices about how they are communicated with and how they provide their points of view.
Ensure staff have a sound understanding of inclusion and various forms of SEND and how best to support these pupils	<ul style="list-style-type: none"> • Regular training for all staff – planned into CPD calendar and focused on needs of the academy • Information stored in reference section of PPA room • SENCO / SEN Teacher to work 1:1 with staff (when they have key pupils) to upskill them. • APDR and Pupil Snapshots to detail pupil needs and to be reviewed by 	Ongoing and when required	SENCO All staff	Staff will have a sound understanding of how best to support these pupils.

	<p>class teachers, in conjunction with Inclusion Team, on a termly basis.</p> <ul style="list-style-type: none"> SEND pupils to be discussed at fortnightly Inclusion Team meetings and any actions / support identified and fed back to class teachers. 			
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Improve Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	<ul style="list-style-type: none"> Teachers to have high expectations of all pupils and to support pupils with high levels of scaffolding. Teachers to consider the needs of all pupils in the academy when planning lessons and to adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. Ensure all staff have access to the inclusion data of students they teach to ensure they can plan and deliver to meet their needs – staff to use Pupil Snapshots and APDR forms to support this. Range of SEN interventions to be provided to pupils to enable the development of basic skills. SENCO / SEN Teacher to offer planning support for teachers to ensure they are well-equipped to meet their pupils' needs. SEN TAs to regularly work in-class with key pupils to ensure that their support and adjustments are reviewed 	As required in response to student need	<p>All staff</p> <p>SENCO</p> <p>SEN TAs</p>	<p>All pupils access the curriculum provided fully. Structured conversations as appropriate take place with parents/carers.</p> <p>Additional resources / aids / scaffolds are provided for key pupils to enable them to access the learning.</p>

	<p>regularly and suitable to meet their needs.</p> <ul style="list-style-type: none"> • Teachers to meet with SEN TAs on a termly basis to review the provision in place for key pupils. • Fortnightly inclusion team meetings to review the provision for pupils and identify any concerns and support to address these. 			
<p>Ensure teaching and learning methods and environment support children with speech and language difficulties.</p>	<ul style="list-style-type: none"> • Promotion of an ethos of inclusion, acceptance and understanding, both through vision, values and PSHEe curriculum. • Total Communication Policy in place to promote communication in the environment. All staff receive training on this and SENCO monitors this and provides additional support where required. • Demonstration of patience and support. • Specific programmes of support as required through SaLT service. • CPD for all teachers and staff on strategies to meet the needs of these pupils in the classrooms e.g. Word Aware etc. • Clear programmes of intervention in place to best support these pupils e.g. narrative therapy / pre-teaching vocabulary • Application for access arrangements for statutory testing. • All staff and pupils to be taught Makaton – four signs per week and to 	<p>As required in response to student need</p>	<p>SaLT SENCO All staff</p>	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p>

	<p>be encouraged to use Makaton to support communication.</p> <ul style="list-style-type: none"> • Signer of the week to be identified and rewarded each week for their use of Makaton. • Communicate in Print to be used to provide resources for pupils throughout the academy. All signage throughout the academy to be reinforced using visual cues and Communicate in Print. In EYFS, labels will include pictures of the objects to promote independence. 			
Ensure teaching and learning methods and environment support children with hearing impairment	<ul style="list-style-type: none"> • APDR forms and Pupil Snapshots to identify child-appropriate unique strategies when required. • Quiet classrooms • Child facing the teacher • Clear enunciation • Use of hearing loops • TA support as required • Staff training to enable staff to best support these pupils. • Application for access arrangements for statutory testing. • Involvement of HI team if required. Advice from HI team implemented in all lessons. • Additional Speech and Language involvement provided if required. 	As required in response to student need	SENCO All staff	All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.
Ensure teaching and learning methods and environment support children with visual impairment	<ul style="list-style-type: none"> • APDR forms and Pupil Snapshots to identify child-appropriate unique strategies when required. 	As required in response to student need	SENCO All staff	All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.

	<ul style="list-style-type: none"> • Physical environment reviewed daily to take account of any hazards and to ensure that the child is positioned without trip hazards • Child faces board • Glasses worn • Modified print / magnifiers etc. • Application for access arrangements for statutory testing. • Use of Braille resources if required. • Involvement of VI team if required. Advice from VI team implemented in all lessons. 			
<p>Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.</p>	<ul style="list-style-type: none"> • APDR forms and Pupil Snapshots to identify child-appropriate unique strategies when required. PEEPs to be written for all pupils. • Physical environment reviewed daily to take account of any hazards and to ensure that the child is positioned without hazards which prevent easy movement • Support for PE – guidance from SENCO / SEN Teacher as to how best to meet their needs in PE lessons. • Classroom environment and corridors have unobstructed pathways and clear of hazards. • Doorways wide enough for wheelchair use, ramps provided as required. • Walking rule in academy • Early exit from classes planned for any pupils who require it. 	<p>TA support as required</p>	<p>SENCO All staff</p>	<p>Children are able to access all activities. All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p>

	<ul style="list-style-type: none"> • Direct and earlier access to canteen hatch at lunch time • Regular visits from Physio facilitated. Advice from physio implemented and clear programme of intervention in place. 			
<p>Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties</p>	<ul style="list-style-type: none"> • Quality First Teaching ensures that provision is right for these pupils and that learning is scaffolded appropriately to enable them to achieve our high expectations. • Empowerment Approach throughout the academy supports pupils to develop self-efficacy and to feel safe and secure in their environment • Principles of nurture provision adhered to throughout the academy • Development of relationships placed at the centre of our practice • Clear whole-school behaviour policy based on understanding pupils' unmet needs and enabling to self-advocate to get their needs met in a positive manner • APDR forms and Pupil Snapshots to identify child-appropriate unique strategies when required. • Risk assessments implemented as required • Clear transition meetings upon admission, where expectations are set out and targets set. • Layout of classroom considered • Safe space and time out 	<p>TA as required</p>	<p>Principal Behaviour and Thrive Assistant SENCO All staff</p>	<p>All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.</p>

	<ul style="list-style-type: none"> • Clear 'needs development plan' implemented where required • Clear interventions programmed to support e.g. nurture, social skills, Thrive etc. • Social stories prepare pupils for change • ESBAS involvement if required • Involvement and advice from wider professionals where required – strategies implemented in class 			
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	<ul style="list-style-type: none"> • Health care plans written for all pupils with medical conditions. These detail the unique health care the pupil requires as well as the location of medication etc. and are stored in Medical Tracker – regularly reviewed with parents. • Health care plans shared with all staff so that they have awareness of medical conditions when planning DT, PE, Science activities etc. • Risk assessment to be written if required. • Amendments made to timetabling where required • Adjustments made to the curriculum where required 	Awareness for the subject specific lessons and PE	SENCO First Aiders All staff	Children are able to access the activities. All pupils will make good progress, as confirmed by observations, formal assessment, monitoring.
Ensure all pupils can access extra-curricular opportunities.	<ul style="list-style-type: none"> • Pre-preparation meetings with parents and carers to make all necessary additional arrangements such as transport etc. • Social stories to prepare pupils 	As required in response to student need	Class teachers	All pupils access fully the curriculum provided.

	<ul style="list-style-type: none"> • Pupils openly encouraged to join clubs. Risk assessments written where required. 			
To improve reading, writing and maths levels of pupils achieving below age-related expectations	<ul style="list-style-type: none"> • Close tracking of pupil data completed termly. • Pupils identified who require additional support through PPM and fortnightly Inclusion Team meetings. • Appropriate interventions provided and tracked through APDR forms and Pupil Snapshots. • EHCP applied for where required. 	Weekly	SENCO Class teachers	Enhanced pupil progress shown. Interventions data shows clear progress against small-step targets as well as age-related expectation data.
Ensure all students can access public examinations and statutory assessments	<ul style="list-style-type: none"> • Access arrangements in place for all pupils who require and are eligible for support, including, readers, separate rooming etc. 	For all exam/assessment series	Principal SENCO	All students can fully access all exams and statutory assessments