

<b>Success Criteria</b>			<b>Monitoring &amp; Evaluation – Who? How? When?</b>			
<ul style="list-style-type: none"> <li>Increasing the extent to which disabled pupils can participate in the school’s curriculum.</li> <li>Building on the inclusive ethos of our school.</li> <li>Promoting the confidence of all staff to meet a wider range of pupil need.</li> </ul> <p>Spring Term targets                      Summer Term targets                      Autumn Term targets                      Termly targets</p>			<ul style="list-style-type: none"> <li>Pupil Progress meetings 3 times a year</li> <li>Data analysis</li> <li>PPP, provision mapping &amp; pen portraits</li> <li>Well-being and involvement scanning</li> <li>Feedback from parents/ class reps and external agencies</li> <li>Teaching and TA meetings weekly/ fortnightly</li> <li>SEN Co-ordinator to audit staff training needs and discuss findings with SEN Designated Governor.</li> </ul>			
<b>Actions</b>	<b>Lead Person</b>	<b>Time/Resources</b>	<b>Financial Implications</b>		<b>Timescale</b>	<b>Monitoring Focus</b>
			<b>1. School</b>	<b>2.</b>		
			<b>Other</b>			
To carry out learning walks to ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Head teacher	Staff meetings dedicated to learning walks. SENCo ensure whole school inclusive practice continues – Class visual timetables/ whole school rewards/ implementation of behaviour policy/ resource labelling/ staff pictures/ communication diaries/ use of ICT laptops.			Ongoing.  Review termly.	Pupils have an increased access to the curriculum.  Lessons are effective without time wasted on last minute adaptations.  Particular focus on new staff.
To develop planning successfully so that TAs understand expectations for each session; how much support to give, how to record, expected output etc...	SENCo to oversee.  Class teachers.	Staff meeting time			Ongoing.	PD Steering group to monitor. Planning scrutiny; are there planned times where the CT works with children with SEN? Lesson observations. CT/TA feedback. Child’s W&I screening scores improved.
To evaluate B squared assessment tool for children with SEN based on Autumn Term data.	SENCo PD Forum to monitor	Purchase additional licences for teacher computers.			By end of Spring 2017	Assess data to see progress from Autumn term. Consider buying more licences so that class teachers can update their own class records. Introduce B squared assessment

					Ongoing pupil progress meetings.	tool at staff meeting. Pupil Progress meetings to show small steps progress. SENCo to monitor.
To ensure Staff training on effectively delivering the curriculum at all levels and continue to increase awareness of ASD/ SEMH and Dyslexia particularly for new staff.	SENCo	Staff Meetings/INSET on learning styles and disabilities i.e. ASD, BESD and Dyslexia. TAs to disseminate to other TAs at TA meetings.			Ongoing throughout the year, as needed.  Review focus in September 2017.	Broader range of teaching strategies adopted to meet different learning styles. Adapted materials produced / used to meet needs. Whole school strategies and interventions implemented for identified children. Teacher confidence in meeting the Kent Mainstream Minimum Standards. Monitoring focus on new teaching and support staff.
To organise Moving and Handling training for support staff.	SENCo SENCo assistant	Training for new staff as appropriate; Sutton Valence.	£85 pp		ONGOING as needed	New support staff are equipped and trained.
To review school policies to ensure compatibility with Disability Discrimination Act 1995 (DDAct)	All people responsible for reviewing policies	As policies are reviewed they should take into consideration the requirements of the DDAct	Head teacher Chair of Governors		Ongoing	All policies will reflect the school's commitment to increasing the extent to which disabled pupils can participate in all aspects of the life of the school.
To audit the availability and need for simple access equipment.	Ellen Stock	Purchase additional items, e.g. Scissors, sticky mats. ES/AA to continue to apply for KCC funding for larger items and equipment.	SEN Budget		Ongoing	Learning aids and resources to support fine motor control available in school.
To ensure the continuation of Makaton training to staff and pupils.	Jan Cockburn Liz Gripper	TA time to plan and deliver Makaton training. Continue new ideas such as 'sign to sign' day, Makaton weekly drop in sessions for staff, Makaton masters			Weekly input Ongoing	Staff and children continue to grow in confidence in using Makaton. Makaton display in school reception. Makaton learning walk in classes.
To use CAT Team support for touch screen computer training	ICT leader		ICT budget		Ongoing Review in	Clicker 7 is being used by children with PD throughout the

and Clicker 7 for PD children.	SENCo CAT support				Summer term	curriculum.
To continue to implement staff training for clicker 7 and parents workshops	A Adams with GS	Training time in school hours. TAs released to attend training.			Review summer term 2017	TAs able to use staffroom computers to prepare resources. TAs trained and using Clicker 7 to ensure good inclusive practice for pupils with Speech and language difficulties and motor difficulties.
To run a weekly Bikeability group for children with SEN.	SENCo with OT support.	TAs given time out of class to support SEN children 1:1 within the group.	SEN budget		Spring/ Summer 2017	Pupil/ TA feedback about the experience. Opportunity to share their experience with the whole school; parents invited in. Display board. Celebratory Trip out arranged with parents and Bikeability group.
Staff to make more use of the sensory room	Class teachers TAs	Timetable drawn up so individual pupils can be allocated time to encourage more use.	Printing Fabric – donated/ SEN budget		End of Spring Term 4	Children to feedback about how they use the area and what they think about it. Action research – act on their advice.
To continue to ensure that PE lessons are made accessible to all.	Diane Tizzard Headteacher SENCo	Plan opportunities for sports personalities with disabilities in to share experiences during lessons and assemblies.  Follow up on county wide and Valence opportunities for PD children to take part in different sports. Ensure use of adapted PE resources.	Transport costs.		Ongoing. Review in September 2017.	Lesson observations.  Child feedback and participation.

Priority: Accessibility Plan – Physical Environment						
<u>Success Criteria</u>				<u>Monitoring &amp; Evaluation – Who? How? When?</u>		
<ul style="list-style-type: none"> <li>• Improve the physical environment of the school for the purpose of overcoming potential barriers for disabled members of the school community.</li> <li>• Increasing the extent to which disabled pupils can fully participate in all aspects of school life.</li> <li>• Safety of all pupils whilst on the school premises.</li> </ul>				<ul style="list-style-type: none"> <li>• Premises action plan following site inspections ( In house and KAB)</li> <li>• Feedback from users of the school</li> <li>• Needs review for enrolment of pupils through discussion with Head teacher/SENCo. or KCC SEN &amp; R</li> <li>• Individual Education Plans, Provision mapping, PEP reviews, care plans and risk assessments for pupils with SEN and disabilities.</li> <li>• OT and physiotherapy termly reviews.</li> <li>• Governor visits.</li> </ul>		
<u>Actions</u>	<u>Lead Person</u>	<u>Time/Resources</u>	<u>Financial Implications</u>		<u>Timescale</u>	<u>Monitoring Focus</u>
			<u>1. School</u>	<u>2. Other</u>		
To enable accessibility by installing handrails, improving toileting facilities and resources in class; lowering tables etc...	Class teachers SENCo Site manager	Ongoing as needs arise	Curriculum furniture budget		Forward planning – Summer term.  September 2017 review.	Specific PD furniture is used by those with physical disabilities. PD Children moving up will have the resources they need inside and outside class to aid their inclusion and accessibility.

<p>To complete health &amp; Safety/Fire/Accessibility Survey.</p>	<p>Mrs Stock – H &amp; S Gov Mr Beaton-Site manager Carole Maynard - KAB</p>	<p>Survey of building and site to identify issues – ongoing.</p>	<p>£100</p>		<p>At least 3 times a year.  Review in Summer 2015</p>	<p>Potential safety issues for disabled/ VI pupils &amp; adults identified.</p>
<p>To develop the outdoor learning environment and to offer opportunities for children with disabilities to engage creatively outside.</p>	<p>Kate Spoor assisted by SENCo.</p>	<p>Specific planning to include wheelchair access; resources need to be at an appropriate height. Ensure playground equipment games are inclusive</p>	<p>playground budget</p>		<p>February half term, 2015.</p>	<p>Inclusion of all children; particularly PD, sensory/ behavioural needs. School council to monitor. Pupil feedback.</p>
<p>To improve the accessibility for PD children in the Early Years garden.</p>	<p>Tara Bell Teresa Fennel</p>	<p>To build raised beds in order to make gardening activities more accessible for PD children.</p>	<p>Forest school budget</p>		<p>By the end of Summer 2017</p>	<p>Pupil and class teacher feedback.</p>

**Priority: Accessibility Plan - Awareness**

<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>Building upon the inclusive ethos of our school.</li> </ul>	<p><b><u>Monitoring &amp; Evaluation – Who? How? When?</u></b></p> <ul style="list-style-type: none"> <li>Leadership team annually</li> <li>Standards Committee annually</li> </ul>
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Actions	Lead Person	Time/Resources	Financial Implications		Timescale	Monitoring Focus
			1. School	2. Other		
<p>To plan annual opportunities for children to learn about a range of disabilities.</p> <p>To review this in 2017</p>	SENCo	Disability Awareness Day –whole school. Invite disabled speakers to talk with children Invite external agencies to support disability day.			Ongoing	Increased awareness & acceptance of a range of disabilities.
<p>To continue to challenge stereotyping through curriculum opportunities.</p>	Teachers	Planning time Subject leaders identifying opportunities i.e. disability sports, inclusive music events.			Ongoing. Review this in September 2017.	Children regularly discuss disability and increase understanding and tolerance of disability. Children with SEN participate in organised events in house and externally. Carry out an audit of texts used as part of assemblies and in class.
<p>Class teachers to develop a greater understanding of children with SEN in their classes and how to work collaboratively together with their TA and SEN pupil.</p>	SENCo	SENCo training Staff meeting time – CT and TA. Mainstream core standards.			Ongoing.  Review in Summer Term.	TA feedback. Lesson observations. Learning walk. Planning scrutiny. Child feedback – what is it like working with their teacher? CTs liaise more closely with outside agencies.

<p>To promote the ethos of inclusiveness to new staff and the wider community.</p>	<p>SENCo HLTAs to deliver training to new TAs.</p>	<p>SENCo to deliver short staff meeting inputs at the beginning of the school year with all teaching staff – What is Inclusivity? What does it look like? How can we make our classroom more accessible? Accessibility classroom learning walk.</p> <p>Training materials and hand outs: Inclusion policy and Accessibility plans to circulate.</p> <p>Promote our outreach and in-reach service with other schools.</p>	<p>Supply costs</p>		<p>As and when needed; particularly for when new staff join.</p> <p>Ongoing.</p>	<p>New staff share this ethos and it is evident within their classroom environment.</p> <p>Accessibility for all - What does this look like at BD?</p> <p>SENCo/ Gov to carry out an Accessibility walk focussing on - visual resources: displays, timetables, physical organisation of the classroom space; accessibility of the classroom resources, Makaton signing around school, access in and around the school, at after school clubs, etc...</p> <p>Monitor training.</p> <p>School council feedback.</p> <p>Teachers can self audit against the Mainstream Core Standards.</p>
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<u>Success Criteria</u>				<u>Monitoring &amp; Evaluation – Who? How? When?</u>		
<ul style="list-style-type: none"> <li>All information produced or distributed by the school is fully accessible to all.</li> </ul>				<ul style="list-style-type: none"> <li>Leadership team annually</li> <li>Standards Committee annually</li> </ul>		
<b>Actions</b>	<b>Lead Person</b>	<b>Time/Resources</b>	<b>Financial Implications</b>		<b>Timescale</b>	<b>Monitoring Focus</b>
			<b>1. School</b>	<b>2. Other</b>		
To improve the communication with pupils, parents, staff and wider community.	SENCo	Advice from STS for VI and PI and language support service.			Awareness of needs as they arise.	<p>Parents and pupils with disability have access to all relevant school information.</p> <p>Ethos of open communication maintained and evident in annual reviews, as well as informal feedback.</p> <p>Feedback from relevant staff members, parents and parental support partnerships.</p>
To continue with implementing the new EHC and PPP plans to ensure greater collaboration between parents, pupils and school.	SENCo	SENCo training. Pupil centred reviews of EHCP annually			By Spring 2017	<p><b>Ongoing.</b></p> <p>Pupil Progress Meetings. Annual reviews. PPP meetings with parents. Action Review forms.</p> <p>CT and parent feedback. Carry out a parent survey at the end of the year for more detailed feedback.</p>
To review, update and improve existing signage around the school for children with visual impairments.	Vanda Paget		Stationary budget		By Summer 2017	<p>Braille signage on doors. Pupil feedback – do VI pupils feel safe navigating around school? Access around the site is easier for all. School Council to monitor.</p>



<b>Success Criteria</b>	<b>Monitoring &amp; Evaluation – Who? How? When?</b>
<ul style="list-style-type: none"> <li>The school has highly trained staff who are well supported by external agencies and are providing an outstanding service to pupils with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher and Leadership team monitor and report to Full governing body.</li> </ul>

Actions	Lead Person	Time/Resources	Financial Implications		Timescale	Monitoring Focus
			1. School Other	2.		
To continue to use specialist support forums.	Headteacher SENCo	Attend LIFT meetings Headteacher role supporting LIFT process. PD Steering group.			Ongoing	School has developed an efficient network of support and children have the relevant and timely support required. Leadership team monitoring.
To notify parents of and make appropriate use of the community nurse in supporting the school.	SENCo	SENCo meet with community nurse to clarify service. Invite Community nurse to Coffee morning for parents of SEN. School nurse to run drop in clinics			As required	Parents know who the community nurse is and the service they offer. School use the community nurse to support a range of needs in school.
To continue develop the priorities of the steering group: Service Level Agreement for SEN Resourced Provision.	SENCo LA officer - link person Gilly Shankland Headteacher Mr Mcloughlin Jan Cockburn Max Fischel	Attend termly meetings.			Ongoing.	Meeting minutes feedback to all staff. Development of in-reach and outreach with other schools. Parent, TA feedback.