

Outcomes for groups of children and young people.	Accessibility Planning Code C – Curriculum E – Environment I – Information (C, E, I)	ACTIONS			Evidence	Dates How often
		What/How	Lead	Resources		
To improve the progress and participation for pupils with sensory and or physical difficulties.	C E I	Develop pupil profiles to ensure current teachers and future teaching staff and teaching assistants are aware of any sensory needs and triggers.	A. Reka - SENCO Class Teachers	Meeting time	Profiles and Meeting	Update termly during Pupil Progress meetings.
	E	Provide sensory boxes in classrooms to develop and satisfy any sensory needs.	A. Reka - SENCO	Sensory resources	Record of environment feedback.	Yearly review of resources.
	E	Site manager to ensure access to school grounds is effective and accessible for all.	T. Riggey – site manager S. Miller – Head Teacher A. Reka – Deputy Head	Meeting time	Site reports indicate assessment has been carried out and is compliant.	Two times per year.
To offer specialist and adapted provision for SEND children in an inclusive environment.	C E I	Provide an ASD and dyslexic friendly environment around school. Ensure children with diagnosed conditions to be fully integrated into mainstream lessons and activities, including inclusive activities and school trips.	A. Reka - SENCO Class teachers	Dyslexia friendly leaflet	Training records indicate when the training took place.	Yearly.
	C E I	Deliver training that provides information around strategies to use.	A. Reka - SENCO	Dyslexia friendly leaflet	Training records indicate when the training took place.	Yearly.

To improve the progress and participation for pupils with cognition and learning difficulties.	C	Deliver training to support knowledge and strategies to differentiate and scaffold.	A. Reka - SENCO Additional outside specialists to support training needs including PSS and SOTS	Meeting time	Training records indicate when the training took place.	Yearly, reactive to the needs of the school.
	C I	Review provision being provided by teachers, support staff and intervention teachers. Provide support and alternative strategies.	A. Reka - SENCO	Meeting time SEN Toolkit Learning walks and pupil voice.	Training records and learning walk records indicate when the training and monitoring took place.	Half termly.
To improve the progress and participation for pupils with communication and language difficulties.	C I	Implement baseline assessment on entry into school in Reception class.	EYFS teacher and BDMAT EYFS Lead	Baseline information	Copies and record of the base lines completed and to be tracked over time.	Yearly – close to reception intake in September.
	C I	Develop staff awareness regarding communication and language difficulties including providing relevant training. Deliver Wellcomm and Talk Boost interventions.	A. Reka - SENCO Additional outside specialists to support training needs including PSS and SOTS	Meeting time	Training records indicate when the training took place.	Yearly. Reactive to the needs of the school.
	I	Sign-post parents to support groups and courses to CAT.	A. Reka - SENCO	Time to communicate with parents	Record of flyers of courses and groups.	Ongoing over the year as they occur.
To improve the progress and participation for pupils with Social Emotional and mental health difficulties.	I	Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENCo.	A. Reka - SENCO S. Miller - DSL	Meeting time	Safeguarding records and individual plans in place for specific needs.	Ongoing over the year as they occur.
	C I	Provide training to staff to help support pupils' well-being.	A. Reka - SENCO and Mental health senior lead.	Training and meeting time.	Training records indicate when the training took place.	Ongoing over the year as they occur.

			Additional adult training. S, Miller – DSL and Mental health lead			
To ensure smooth transition of all pupils with SEND.	C I E	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	A. Reka - SENCO T. Riggey – site manager	Meeting and monitoring time	Environment check monitoring sheet	Termly.
	C I	Secondary school transition meetings with secondary staff. Stay and play for Reception class and other transition days with new teachers.	Year 6 class teachers EYFS teacher	Meeting time	Copies of material from the meetings	Yearly (June/ July for Year 6) Yearly (July)
	C I	Individual transition groups with specific children before moving into the next year group.	A. Reka - SENCO Outside agencies to provide support to deliver groups e.g. CAT, PSS, SOTS	Meeting time and planning meetings	Copies of transition booklets designed for individual children.	Yearly
	C I	Transition meetings with new teachers to share information and specific needs to ensure a smooth transition.	A. Reka - SENCO All class teachers	Meeting time	Copies of transition notes to pass on to new teachers.	Yearly
To ensure interventions meet the needs of SEND children.	C I E	Provide training around delivering effective interventions and how to record evidence.	A. Reka - SENCO	Meeting time	Training records indicate when the training took place.	Termly

<p>Review -2022 – 2023</p> <p>Stakeholders point of view</p>	<p>Consultation carried out with parents and pupils. Parents took the plan away and read the aims and outcomes, no parent commented on the plan.</p> <p>Shared with pupils – no issues raised.</p> <p>Shared with teaching and support staff – July 2023</p> <p>Shared with LAB – 13.08.23</p>
<p>Review - 2023 – 2024</p> <p>Stakeholders point of view</p>	<p>Consultation carried out with parents and pupils. Parents took the plan away and read the aims and outcomes, no parent commented on the plan.</p> <p>Shared with pupils - no issues raised.</p> <p>Shared with teaching and support staff</p> <p>Shared with LAB</p>
<p>Review 2024 - 2025</p>	<p>Consultation carried out with parents and pupils.</p> <p>Shared with pupils -</p> <p>Shared with teaching and support staff</p> <p>Shared with LAB</p>