|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outcomes  *For groups of children and young people* | Accessibility Planning Code  *C= Curriculum*  *E= Environment*  *I= Information* | Actions | | | Evidence | Dates *(from/to)* |
| What/How | Lead | Resources |
| To improve access, progress and participation for children with cognition and learning needs | C  C  C  E | To ensure that all staff are using Language and Literacy Continuums to correctly inform planning and ITPs. | Laura West  (SENCO) | Staff generated continuums.  ITP’s generated through meetings. | Pupil Progress meetings  TA logs and evidence  Children’s exercise books  Photographic evidence  Learning walks | December 2023- July 2024 |
| To develop more consistent use of Maths ITP toolkit with staff | Laura West (SENCO) | ITP’s generated through meetings. | December 2023- July 2024 |
| To support staff in using ITPs to plan individualised booster groups and interventions. | Laura West (SENCO)  Eleni Koumi (HLTA/ Intervention Lead) | Staff generated continuums.  ITP’s generated through meetings. | December 2023- July 2024 |
| Ensure that universal provision in the classroom is planned for and provided. | Laura West (SENCO) | Appropriately coloured acetates  Visual timetables  Use of picture cues | December 2023- July 2024 |
|  | | | | | | |
| To improve access, progress and participation for children with communication and interaction needs | I  I  I  I | To continue to employ a Speech and Language Therapist to work weekly with those children who have identified needs.  To recommend strategies to staff to use with these children  To work with parents and carers to support children with these needs | Laura West (SENCO)  Amy Guest (SALT) | Speech and Language Therapist  In-school resources  Speech and Language Therapist  In-school resources | SALT termly reports against set targets  Termly assessment against the WellComm screening tool to show age related progress | ongoing  ongoing |
| Use of the WellComm screening tool in REC and Y1 to group children accordingly so that appropriate language intervention can be delivered. | Laura West (SENCO)  Reception and Y1 Staff | WellComm screening tool and resources | ongoing |
|  | | | | | | |
| To improve access, progress and participation for children with social, emotional and mental health needs | C  I  I | Use of Pastoral Family Support Lead/ Mental Health Lead to provide links with families in order to understand the impact of SEMH on participation and progress at school for identified pupils | Lorraine Gowen  (Pastoral Family Support Lead) | In-school resources | Pastoral meetings  Evidence in children’s books and individual Prayer Diaries  Parent and Carer meetings | ongoing |
| 1:1 pastoral support for individual vulnerable children in order for them to access the school day | Lorraine Gowen  (Pastoral Family Support Lead) | In-school resources | ongoing |
| Group pastoral support for targeted children to enable them to access school life | Lorraine Gowen  (Pastoral Family Support Lead) | In-school resources | ongoing |
|  | | | | | | |
| To improve access, progress and participation for children with sensory and physical needs | E  E | Allow children to explore sensory resources as necessary and required by their needs. | Staff in the Little Flower Room provision | Sensory tent  Range of sensory toys and activities available for them to access as is appropriate. | Evidenced through engagement in focussed tasks and against individual targets. | ongoing |
| To regularly check that corridors are kept clear and uncluttered to ensure clear access for all. | Caretaker and health and safety team. | Time to plan inspections one per half term | Corridors are regularly inspected by the health a safety team. | ongoing |