

Subject: SEN and Accessibility

Priority area for Improvement	Action Plan	Lead	Success Criteria
<p>To develop and refine SaLT provision across the whole school by ensuring good collaboration.</p>	<ul style="list-style-type: none"> • To hold regular SaLT team meetings addressing needs and issues as they arise as a collaborative group. • To identify where both school and NHS therapists need to work together for best outcomes of individuals. • Set up SaLT targets which are shared between therapists, teaching staff, students and their families. • To develop an inclusion programme including SaLT with identified groups of students. • Establish opportunities for teachers and therapists to work together. • Opportunities for parents to meet their child's therapist, discuss their targets and take part in workshops. • Develop SaLT training opportunities across the school. 	LRC	<ul style="list-style-type: none"> • Two 'teams' of therapists will work together effectively as one. • SaLT targets are known by students, families and staff and are consistently worked towards. • Students will have their SaLT needs met in a range of ways that best suit their needs including inclusion, lunchtime clubs etc. • Teaching staff receive more training and advice so they are more aware how to incorporate SaLT into everyday work. • Parents have opportunities to meet their child's therapist and take part in workshops.
<p><i>Progress report February '19</i></p>			
<p><i>Progress report June '19</i></p>			
<p>To set up an effective team of interveners working within a teaching group around several students to support them to achieve best possible outcomes and support staff with delivering well organised, differentiated</p>	<ul style="list-style-type: none"> • Interveners to be responsible for specific subjects and work closely with the subject teacher/leader both in class and preparing resources. • Create a timetable which allows effective support in class as well as resource making and adaptation time • Training provided for interveners around the needs of the individual students they are supporting. • To work closely with other professionals- SaLT, OT etc. for advice and training purposes to develop 	LRC	<ul style="list-style-type: none"> • Teachers are able to plan and teach a group with wide learning needs effectively. • Interveners are skilled in adapting and amending resources to meet a variety of needs. • Interveners are trained and confident in working with students with different SEN. • SEN students make good progress through the curriculum as well as their individual life skills and social and emotional needs.

lessons.			
Progress report February '19			
Progress report June '19			
To ensure effective intervention programmes linked to SEN continue to run and show evidence of progression.	<ul style="list-style-type: none"> • Create a “criteria of needs” to identify students for specific intervention programmes. • Create baseline assessments for intervention programmes (SMARTmoves, Lego therapy, fine motor skills) to monitor progress. • Assess students at midway and end of year points to evaluate impact of intervention. • Deliver training to staff running specific interventions • Ensure there are sufficient resources for interventions. Add them to inventories and staff sign them in and out for easy tracking. • Involve parents in interventions where possible such as twilights, information evenings etc. 	LRC	<ul style="list-style-type: none"> • Clear criteria used to assess students for intervention programmes • Baseline assessments in place for <ul style="list-style-type: none"> -Lego therapy -SMARTmoves -fine motor skills • Assessments established for interventions to evaluate impact • School is well resourced to implement all interventions effectively. • Intervention workshops are offered to parents of students involved. Parents understand the delivery and impact and can use them at home if required.
Progress report February '19			
Progress report June '19			

Other issues to cover

- Investigate how to sustain funding for counselling sessions.
- Ensure school corridors are suitably lit and highlighted for students with visual impairment-as classrooms are decorated – consideration is giving to contrasting paint colours for woodwork and carpet colour to aid visually impaired pupils
- Improve mobility access to the playground for students who need it.
- Ensure issues of access and mobility are included in consideration of all refurbishment works around the school
- Consider issues of access in the creation of the new school website