



| Area for improvement<br><i>Include here areas where the school will be improving under the 3 headings</i> | Action to take<br><i>What do we need to do to make this happen?</i>  | Resources<br><i>What resources we will need to do this in time and money?</i>           | Responsibility<br><i>Who will lead on this and who else is involved?</i>   | Timescale<br><i>When we will do this<br/>nb: some targets may be short, medium or long term</i> | Monitoring<br><i>How we will monitor whether we have made the improvements in the areas we planned</i> |
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| <b>Access to and participation within the curriculum</b>  |  |   |  |   |  |
| Ensure all pupils have access to the full curriculum and school activities.                               | <ul style="list-style-type: none"><li>▪ Ensure all classrooms and resources are organised in accordance with pupil need.</li><li>▪ Ensure work is differentiated, modelled and scaffolded so all pupils have access to the full curriculum.</li><li>▪ Subject Coordinators to share how their subject supports and develops the learning of children with SEND in subject staff training</li><li>▪ Ensure quality first teaching for all pupils</li><li>▪ Share Universal Strategies book composed by STS. Ensure staff are using universal teaching strategies to support all pupils</li><li>▪ Develop staff awareness of ASD and ensure environment supports pupils with ASD</li></ul> <p>-Communication friendly environment<br/>– use of Makaton/InPrint</p> | Universal Strategies STS booklet<br>Warwickshire graduated response for pupils with ASD | All staff<br><br>All Staff, EB<br><br>All staff<br><br>All staff<br><br>EB | Ongoing<br><br><br><br>Share with staff in Sept 24  | Learning walks / book monitoring / pupil progress meetings<br><br><br><br>As above<br><br><br>As above |

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|  | Ensure interventions are timetabled and brief (no more than 20 mins) so that all children access the curriculum.  | Training for staff throughout the year 2024-25<br><br>Training | SEND Team                           |  |  |
| Ensure all pupils have access to sensory support and calm areas to ensure that they are ready to learn | <ul style="list-style-type: none"> <li>Develop sensory boxes and develop the use of sensory activities</li> <li>Develop calm learning areas out of classrooms to support pupils with emotional needs</li> <li>Provide training for staff on how to support sensory needs</li> <li>Develop the use of sensory breaks</li> <li>Develop individual sensory curriculum plans for specific children</li> </ul> | Sensory tent, sensory resources                                | EB<br><br><br>EB<br><br><br>EB / JM | Autumn term 2024<br><br><br>Spring Term<br><br><br>Ongoing | Children will be calm and ready to learn<br><br>Learning walks |
| Develop the SEND team to support the needs of all pupils   | <ul style="list-style-type: none"> <li>Employ and train new SEND TAs</li> <li>Provide training</li> <li>Develop learning spaces for children with high level needs</li> <li>Develop communication friendly environment</li> </ul>   | Workstations<br>Training<br>Communicate In Print               | SLT<br>EB<br>SLT/SEND Team          | Aut 24<br>Aut 24<br>Aut onwards                            | Learning Walks<br>Book monitoring                              |
| Continue to embed the Thrive approach across the school to support pupils                              | <ul style="list-style-type: none"> <li>Train a new Thrive practitioner</li> <li>Embed the use of Thrive across nursery</li> </ul>   | Range of sensory resources, fidget                             | All staff                           | Ongoing  | Improved behaviour<br><br>Learning walks                       |

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| with SEMH needs to access the curriculum  | <ul style="list-style-type: none"> <li>All classrooms to have a Thrive area</li> <li>All classes to incorporate their class Thrive action plans through PSHE sessions.</li> <li>Ensure all new members of staff are trained in Thrive</li> </ul>   | tools, mindfulness activities               | All staff<br><br>EB/ZD                       |                        |                |
| Continue to develop a C& I Resource Provision within school                               | <ul style="list-style-type: none"> <li>Continue to develop teaching space</li> <li>Ensure communication friendly environment established</li> </ul> <p>Resources clearly labelled</p> <p>Enhanced training for staff</p> <p>Continue to develop a SEND curriculum to meet the needs of children with communication and interaction needs</p> <p>Continue to develop assessments to measure the small step progression of children with ASD</p> | Class furniture<br>Range of class resources | SEND/Elm team<br><br><br><br>Subject leaders | Ongoing<br><br>Ongoing | Learning walks |
| <b>Access to the physical environment</b>   |  |   |  |                        |                |
| Ensure doorways and corridors are clear so that wheelchairs can move easily around school | Review wheelchair risk assessment  | Ongoing                                     | All staff                                    | Aut                    | Learning walks |
| Increase site access to meet diverse needs of pupils, staff,                              | <ul style="list-style-type: none"> <li>Review personal evacuation plans.</li> </ul>  |   | EB   | Ongoing                |                |

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| parents and community users.  | <ul style="list-style-type: none"> <li>Identify accessible play equipment</li> <li>Improve signage of evacuation procedures, internet safety, fire drill etc</li> </ul>  |  |  |         |  |
| Develop school building to meet the needs of all pupils to support independence, safety and self care | Provide electronic doors or doors with double/high handles to improve safety   | Autumn 24  | SLT  |         | Site security will be strengthened and improved.<br>New doors in place |
| To promote positive attitudes to disability   | <ul style="list-style-type: none"> <li>Continue to embed the PSHE Curriculum (Jigsaw)</li> <li>Through PSHE &amp; collective worship: widen focus of Different/Same theme</li> <li>Involve local disability groups in assemblies and visits to school <ul style="list-style-type: none"> <li>Regular items for PSHE/Worship highlighting achievements of pupils or celebrities with disabilities</li> <li>Celebrate neurodiversity week and develop peer awareness</li> <li>Develop the role of Autism Ambassadors to support parents, staff and children</li> </ul> </li> </ul> | <p>Christian values each year</p> <p>Celebration assembly every Friday celebrating a range of achievements for all pupils.</p> | <p>CW/RH</p> <p>All staff</p> <p>EB/LP</p> | Ongoing | Learning walks   |
| <b>Availability of accessible information</b>   |  |  |  |         |  |
| Newsletters and Information   | <ul style="list-style-type: none"> <li>Large print formats etc as required.</li> </ul>   |  | All staff                                  | Ongoing | Review of documentation  |

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| <b>Availability of documents in alternative formats.</b> | <ul style="list-style-type: none"><li>▪ Monitor uptake of documents in alternative formats</li><li>▪ Review accessibility of newsletter and letters for parents. (email, ClassDojo, tapestry)</li><li>▪ Homework information available as information sheets in alternative formats as appropriate.<ul style="list-style-type: none"><li>▪ Use of Communicate in Print software.</li><li>▪ Use of translators when needed</li><li>▪ Face to face parent meetings</li></ul></li></ul> | Work adapted and enlarged as necessary. |  |  | Parent questionnaires |
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