

Dates: From 1/2024 To

1/2027

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Plan

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and
		What/How	Lead	Resources		to)
		To monitor and embed the effectiveness of Fresh Start – measure impact.		<ul> <li>Development</li> <li>of data tracking</li> <li>system</li> <li>Time for data</li> <li>to be analysed -</li> <li>Time for QA</li> </ul>		On-going until January 2027
To improve the progress and participation for students with cognition and learning needs	Curriculum information	To develop and introduce a whole staff CPD training programme for universal and SEND provision.	SENCO	<ul> <li>PSS hours</li> <li>for</li> <li>CPD</li> <li>Time to plan</li> <li>and deliver to all</li> <li>staff through rolling</li> <li>programme of</li> <li>CPD</li> </ul>	<ul> <li>Annual audit scores, termly reading and comprehension age measures (data).</li> <li>Students grades/levels of</li> </ul>	On-going until January 2027





	progress/attainment data Evidence of universal and SEND provision in lesson planning ad lesson observations/learning walks/work scrutiny Progress of students who	On-going until January 2027
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Introduce numeracy	SENCO	- Appropriate	access the specialised	
based intervention, monitor and embed effectiveness.		teaching resources - Timetabling as required	maths intervention programme.	By March 2024 (On- going until January 2027)

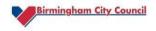
To improve the progress and participation for students with communication and interaction needs	Environment struct Information for s inter Dev SLC sup	To provide more structured intervention for students with social interaction needs.	TA's PSS support	-Appropriate resources -Time to run intervention group -PSS support	-Identified student's attendance at social interaction group, reduced incidents of negative peer interaction. Successful integration of year 6 students into secondary school – parent and student feedback at	On-going until January 2027
		Develop links with SLCN team to help support provision for pupils with SEND.	TA's SENCo	-Time to liaise with relevant external agencies		





		Identify training needs of SEND staff (Qualification for ASD/SLCN).	SENCO	- Identify relevant qualification - Cost of qualification/cour se	parents evening, records of conversations. - Evidence of planning for students with Communication and interaction needs in lesson planning, observations/learning walks/work scrutiny.	Now and ongoing until January 2027
To improve the progress and participation for students with social, emotional and mental health needs	Information	Audit current practice and provision in regard to SEMH and develop an action plan.	SENCO	-Time to audit SEMH provision	<ul> <li>Student</li> <li>grades/levels/attainment</li> <li>data</li> <li>Identified students</li> <li>attendance at identified</li> <li>intervention</li> </ul>	By March 2024
		Identify appropriate SEMH support programme (Friends for life or equivalent).	Identify members of staff	<ul> <li>Funding for training</li> <li>Release time to complete training</li> </ul>	- Reduced incidents of behaviour which negatively impacts learning, as recorded on go 4 schools	By June 2025

	Environment	Ensure Personal	SENCO	- Specialised	- Individualised plans for	Ву
To improve access for pupils with SEND		Emergency Evacuation Procedures are in place for all relevant young people.	Team	plans developed for HI and VI pupils -Time to complete plans	pupils to leave the school building in an emergency.	March 2025





Communication	Develop job	SENCO,	- Time to	- Evidence of PM	On-going
Environment	descriptions, PM and	Assistant	develop and	targets	until 2027
Information	use of TA standards to	Head	complete JD, PM	- Evidence of QA -	
	improve access for all.	Pastoral	and training.	Evidence of learning walks	
			- Time to	- JD/duties to be	
			complete learning walks, observations and	produced	
Communication	Reconsider deployment	SENCO	- Time to	- Provision map	On-going
Environment	of TAs in classroom		complete	- Individual	until 2027
Information	and to lead on		timetabling -	timetables - Positive	
	interventions.		Training needs	progress sand assessment	
			TA's leading interventions	data of pupils with SEND.	



