

DES/AP action plan Annual Progress Review - December 2016

January 2015 - January 2018

Aims

- a) To increase the involvement of those with disabilities in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- c) To evaluate and report to parents on the success of the action plan in meeting its targets

Area for development	How will this area be met	Key actions	Person responsible	When by	Success criteria	Progress to date (Dec 2016)
<p>Increase access to the curriculum by:</p> <p>Continuing to improve differentiation to enhance access to the curriculum & the inclusion of all learners</p>	Extend the provision and use of ATTAC including Signs, symbols, Objects of reference	<ul style="list-style-type: none"> - ATAAC Action Plan - Every pupil has access to ATAAC during sessions - Undertake audit of staff training needs on curriculum access through performance management cycle, focus learning walks & lesson observations 	<p>JM / AP SaLT</p> <p>All staff</p> <p>JM / SLT</p>	<p>Progress ongoing and ATAAC action plan reviewed and amended each year</p> <p>Embedded by Jan 2016</p> <p>Best practice firmly embedded by Jan 2018</p>	<p>Reviewed Action Plan</p> <p>All pupils have a 'voice' and access to appropriate ATAAC</p> <p>Greater progress in Communication & Language development</p> <p>Progress continues to be outstanding</p>	<p>2014-15 action plan reviewed</p> <p>2015-16 action plan in place</p> <p>2016-17 action plan in place</p> <p>Learning / play boards available, PODD is modelled in classrooms</p> <p>OOR twilight training (18/11/15)</p> <p>3 teachers attended PODD training in Feb 2016. Whole-school training</p>

	Devise & consult on good practice guidance	<ul style="list-style-type: none"> - Assign INSET days to training identified - Devise & consult on good practice guidance - Organise INSET sessions to share good practice 	JM / SLT			booked for Feb 2017. Makaton training took place in April 2016 and was attended by staff and parents. PODD (Feb 2016), eye-gaze training PODD twilight (2014) OOR twilight training (18/11/15)
Develop approaches to target support for pupils to improve performance outcomes	Develop multi-sensory curriculum	<ul style="list-style-type: none"> - Smell & colour of the day - Develop groupings to best-meet children's needs 	Teachers SLT	Best practice firmly embedded by Jan 2018 Sept 2015, Sept 2016, Sept 2017 Best practice firmly embedded by Jan 2018 Ongoing	Progress continues to be outstanding Multi-sensory curriculum is embedded in practice Progress continues to be outstanding	Each class has smell and colour of the day for use as appropriate Multi-cultural days have been multi-sensory e.g. Diwali dance workshop (Nov 2016)
Increase access to the physical environment by: Ensuring all children have access to	Develop and extend the use of the	<ul style="list-style-type: none"> - Direct access to 	SLT Governors	In place by September 2017	Outdoor area is better utilised for	Continued development of

learning opportunities	outdoor provision to enable all pupils to have access to outdoors regardless of disability	<p>playground with canopy from all classroom areas</p> <ul style="list-style-type: none"> - Path to be fitted from extension fire exit to front of school (pathway all around the building) - Develop continuous provision 'free-flow' by ensuring doors can be safely left open onto playground by fitting a hook on each door - Explore improving the acoustics in the main room to see what reasonable adjustments can be 	<p>SLT Governors</p> <p>Site Supervisor</p> <p>Site supervisor SLT Premises committee</p>	<p>In place by September 2017</p> <p>In place by June 2015</p> <p>Options explored and agreed response by September 2017</p>	<p>learning throughout the day</p> <p>Everyone has a clear route all around the outside of the building</p> <p>Hooks fitted</p> <p>Where reasonable adjustments can be made, acoustics are appropriate to needs of all</p>	<p>Rabbits & Foxes areas. Liaised with Property Development Officer regarding Hedgehogs area.</p> <p>Path completed around the building (Feb 2016)</p> <p>Hooks fitted</p> <p>Initial quotation sourced. Further investigation and discussion needed.</p> <p>Use of area has been changed and it now houses soft-play equipment</p>
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Ensuring the building is as accessible to disabled adults as it can possibly be	Creation of individual access plans for pupils with PD as part of their Personalised Learning Plans	made - Access section in PLP	Teachers	Embedded by January 2018	Each child has access plan as part of their PLP	which works well in main area. Every child has PLP which includes reference to access methods - Review as curriculum Governors
	Redevelop sensory garden area to maximise use	- Sensory garden is safe and accessible to all	JM / Perkins Governors Site Supervisor	Appropriate provision by September 2017	Sensory garden is a useful learning environment	Sensory garden is a positive accessible learning environment. Areas adjacent to this now need work and we have consulted several companies about this. Funds are still being raised. Initial plans in place.
	Develop protocol for use ICE to reflect needs of all adults on site	- Explore visual fire-alarm for people with HI	Site Supervisor Governors SLT	Embedded by September 2017	Where reasonable adjustments can be made, building is appropriate to all	Work on alarm system and updates were completed in Feb 2016 (LA funded). Visual and auditory alarm.
		- Explore building from the view of an adult and any reasonable adjustments.	Governors SLT	September 2017		

		Where these are not viable, produce leaflet to explain this				
<p>Increase access to information by:</p> <p>Extending the provision and use of IT and ATAAC</p> <p>Ensure all stakeholders are fully informed regarding SEND Reforms</p>	Increase access to iPads	Purchase additional resources (IPADS)	JM Bursar	Best practice embedded by Dec 2017	IT is accessible, relevant and supports learning	2 iPads purchased 2014-15. 1 iPad purchased Dec 2015 for PODD. MAC purchased for updated & synching.
	Increase use of signs and symbols and objects of reference	Audit resources and identify needs	SLT SaLT All staff	Best practice embedded by Dec 2017	Communication-rich environment	Environmental labels (symbols and OOR are in place). PODD and Makaton training taken place in 2016.
	To utilise Person Centred Planning	<ul style="list-style-type: none"> - Attend PCP training - Share best practice with staff team, parents, governors and involve children in process 	<p>JM, KA</p> <p>JM, SLT</p>	<p>July 2015</p> <p>Firmly embedded into practice by Jan 2018</p>	<p>PCP is firmly embedded into practice at Greenhall</p> <p>All stakeholders aware of SEND</p>	<p>Training attended (2014-15) PCP reviews are now taking place & school paperwork has been reviewed to reflect PCP. PCP parental workshop (Sept / Oct 2015).</p>

	Share information with stakeholders	<ul style="list-style-type: none"> - Update information board in parents room - Signposting to key events on website - Attend EHC TAF meetings - Ensure SEND information is shared with parents 	<p>SJ</p> <p>JM / AB</p> <p>SLT</p> <p>SLT / Admin</p>	<p>Ongoing</p> <p>Embedded by July 2016</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Best practice is firmly embedded at Greenhall</p> <p>Website is good sign-post</p> <p>New system firmly embedded</p> <p>Best practice is firmly embedded at Greenhall</p>	<p>Ongoing development. New website is being created in early 2017.</p> <p>Ongoing</p> <p>Website PCP workshop Flyers sent home Review meetings Induction</p>
Developing how communication is shared	Develop texting service for parents & staff	<ul style="list-style-type: none"> - Research systems & costs - Parental training - Implement and review system 	SLT / Admin	<p>Embedded by Dec 2017</p> <p>Embedded by Dec 2017</p>	<p>Best practice is firmly embedded at Greenhall</p> <p>Communication at Greenhall is effective</p>	<p>System now in place and working well.</p>

	Development of school website	<ul style="list-style-type: none"> - Ensure website is current - Upload all policies after review - Add newsletters - Develop visual tour 	SLT / AB		Website is live & current	
	Develop induction information	<ul style="list-style-type: none"> - Review current procedures & develop colourful, simple information leaflet with help of parents 	Admin / JM / AB	Embedded by Dec 2017	Best practice is firmly embedded at Greenhall	Key policies are on website. Website is being redesigned in preparation for decommissioning of 365 hosting.
	Improve quality of written materials	<ul style="list-style-type: none"> - PDSS information leaflet - SFP leaflet - Greenhall information / prospectus 	PDSS Team SLT	Embedded by Dec 2017	Communication at Greenhall is effective	Procedures reviewed Autumn 2015 and changes identified. Revised induction procedures are in place.
		<ul style="list-style-type: none"> - SFP leaflet 	SFP team SLT	Embedded by Dec 2017	Best practice is firmly embedded at Greenhall	JM revised this 2014-2015.
		<ul style="list-style-type: none"> - Greenhall information / prospectus 	SLT / Admin		Communication at Greenhall is effective	Website (local offer)
Ensure we are dyslexia friendly	Achieve Dyslexia friendly status	<ul style="list-style-type: none"> - Register & liaise with SENSS 	SLT	Embedded by Dec 2017		Dyslexia Friendly Entry Level achieved

		team - Monitor & review practice & adjust as needed	SLT Governors		Greenhall is a dyslexia-friendly environment	2014-15. Working towards full status.
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