Swillington Primary School

Accessibility Plan (2018- 2021)

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

> "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, physical disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), and medical conditions including diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
  - To provide PEEP for Evacuation, Invacuation and Lockdown purposes

- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);

- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) **Education & related activities**
   The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

   Through discussions with external agencies and parents the Inclusion manager, in partnership with other staff members will ensure that appropriate provision is made for each child. Learning plans will be written which take in to account individual needs to ensure that the child has access to the curriculum. Progress in learning will be monitored by the Senior Leadership Team in pupil progress meetings which will be held half termly. Additional meetings will also be held with the Inclusion manager each term to ensure that programmes in place are appropriate. The Inclusion Manager will be available as and when staff require advice.

   To ensure that all pupils receive the best possible learning experiences, teachers and support staff will undergo training to ensure that they have greater knowledge and tools to deliver the curriculum successfully. Where training is attended by the Inclusion manager this will be disseminated to relevant staff. Training will also be delivered by 'Traded Services' such as the Speech and Language Therapist where the school has 'bought' into the scheme.

   Where children require essential specialist equipment in order to access the curriculum the Inclusion Manager will investigate the possibility of applying for funding or school will purchase this.

b) **Physical environment**
   The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) **Provision of information**
   The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) **Financial planning and control**
   The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

Our planning addresses the following areas:

- ☐ **Physical environment** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- ☐ **School curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- ☐ **Support services** – access to services within and external to the school to support families where a disability is identified
- ☐ **Communication of information** – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- o School Development Plan
- o Staff training and development plan
- o Building and site development plan
- o SEN policy
- o Equal Opportunities policy
- o Curriculum policies
- o Governor training plan

Physical Environment
Addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors.

Process for identifying barriers

- Feedback from users of school (staff, pupils, governors, parents/carers and visitors)
- IEP/PLP reviews for pupils with SEND
- Governor visits and consultation
- Consultation with site manager and PFI

Objectives for improvement 2017-18

- Ensure all areas of the playground including staging and outdoor classroom areas are accessible to all pupils
- Ensure corridors and hub areas are free from obstruction
- Provide suitable equipment for toileting adapted to individual needs
- Provide suitable seating and tables for individual needs

Monitoring of plans

- Plan to be monitored by Head teacher Inclusion manager and school staff
- Site manager
- Premises health and safety committees
- Governors

Summary of progress

- Ensure all areas of the playground including staging and outdoor classroom areas are accessible to all pupils - *all accessible, but this will continue to be monitored throughout the next 3 years.*
- Ensure corridors and hub areas are free from obstruction - *continue to monitor over the period.*
- Provide suitable equipment for toileting adapted to individual needs – *Current pupils needs are met with the equipment we have in school but we need to install a nappy bin into Foundation 1 for the removal of nappies. Dedicated medical food, fully compliant for DDE purposes including shower and hoist.*
- Provide suitable seating and tables for individual needs - *Current pupils needs are met with the equipment we have in school. Ensure this continues if pupils' needs change or new pupils start school.*

New objectives 2018-2021 (in addition to continued objectives above):

- Designated nappy bin in Foundation 1 to remove the nappies used within school safely and weekly collection programmed.
- Clinical waste bin to be placed in school for bodily fluids, e.g. blood, swabs and dressings, drugs and other pharmaceutical products.

School Curriculum
Including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

Process for identifying barriers
- Monitoring of class teaching and impact on progress (data)
- IEP/PLP reviews for pupils with SEND
- Feedback from parents and external agencies
- Governor visits

Objectives for improvement 2017-18
- Ensure all extra-curricular activities are accessible to all children
- Maintain staff awareness of Autism and how to ensure all teaching and classroom environments are Autistic friendly e.g. Through the use of PECS
- Develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly
- Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. Continued provision to 'buy in' to traded services.
- Ensure all classrooms have updated visual timetables
- Purchase SEN friendly resources to enhance access to the curriculum, IEP delivery and behaviour management

Monitoring of plans
- Plan to be monitored by Head teacher Inclusion manager and school staff
- Governors

Summary of progress
- Ensure all extra-curricular activities are accessible to all children – *continue to monitor as activities change but currently all activities are accessible to all children.*
- Maintain staff awareness of Autism and how to ensure all teaching and classroom environments are Autistic friendly e.g. Through the use of PECS – *staff training needed next year as Level 1 for all staff and new SENDCO needs Levels 2 and 3.*
- Develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly- *staff training from SENSIT last year and subsequent learning walks show is impacting so need to continue to monitor.*
- Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. Continued provision to 'buy in' to traded services. - *to continue with this, to ensure all pupils needs are being met*
- Ensure all classrooms have updated visual timetables- *continue to monitor each year*

New objectives 2018-2021 (in addition to continued objectives above):
- Purchase SEN friendly resources to enhance access to the curriculum, IEP delivery and behaviour management

Support Services

Process for identifying barriers
- Response to changes at local and national level
- Monitoring of class teaching and impact on progress (data)
- Outcomes of IEP/PLP reviews for pupils with SEND
- Feedback from parents and external agencies
- Governor visits

Objectives for improvement 2017-18
- Continue to make parents aware of the support available from other services such as G&ST, S&LT and School Nurse
- Inclusion manager to meet/communicate regularly with the Guidance & Support Team to ensure support is offered to families
- Inclusion manager to meet/communicate with Educational Psychologist to ensure support is offered to families
- Increase parent awareness of support available through meetings such as coffee mornings, parents' evenings

Monitoring of plans
- Plan to be monitored by Head teacher Inclusion manager and school staff
- Governors

Summary of progress
- Continue to make parents aware of the support available from other services such as G&ST, S&LT and School – *ongoing, parents have been accessing on advice from Inclusion Manager.*
- Inclusion manager to meet/communicate regularly with the Guidance & Support Team to ensure support is offered to families – *ongoing and meetings are attended termly by inclusion manager.*
- Inclusion manager to meet/communicate with Educational Psychologist to ensure support is offered to families- *continue with target – meetings termly to discuss how to support where needed.*
- Increase parent awareness of support available through meetings such as coffee mornings, parents' evenings – *continue with as new SENDCO and Head of School in September 2018.*

New objectives 2018-2021 (in addition to continued objectives above):
- Increase parent awareness of the Early Help Plan process as an opportunity to support vulnerable children and families.

Communication
Process for identifying barriers
• Feedback from pupils, parents and staff • Impact of communication on parent and pupil participation in all aspects of school • Feedback from external agencies
Objectives for improvement 2017-18
• Ensure the school website is updated and information is easily accessible (technician support) • Increase communication using text, email and social media e.g. Facebook • Develop systems of communication and feedback through a parent forum • Ensure all homework is differentiated and clearly communicated clearly
Monitoring of plans
• Plan to be monitored by Head teacher Inclusion manager and school staff • Governors
Summary of progress
• Ensure the school website is updated and information is easily accessible (technician support)- *on going* • Increase communication using text, email and social media e.g. Facebook- *on going and move from Facebook to Twitter during the year.* • Develop systems of communication and feedback through a parent forum- *on- going* • Ensure all homework is differentiated and clearly communicated – *on-going*

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Academic Year 18-19							
Physical Environment	Inspect field boundary to ensure safe containment of children at dinnertimes and break times. Ensure gates are locked at designated times	To ensure safety of all children when playing in this area but in particular those with Autism	DY/DR/ facilities team Supervising staff HS Gov	Weekly	No cost	Children safely contained Regular site inspections – termly audit.	DY and HS Gov
Physical Environment	Ensure all areas if the playground (including staging an outdoor classrooms areas) continue to be accessible for all pupils and a safe working environment.	Inclusion of all pupils and to promote social interaction and independence	DY/DR HS Gov	Monthly premises walk Weekly site inspection	No cost	Positive feedback from all pupils. All are able to access all areas.	Termly and annual health and safety audit (in house)
Physical environment	Ensure corridors and hub areas are free from obstruction.	Children with mobility/vision issues are able to move safely around school.	DY/DR HS Gov	Weekly inspection Annual premises audit	No cost	Corridors free of furniture and not used for storage.	Termly
Physical environment	Provide suitable equipment for toileting and adapted to individual needs. Nappy bin to be installed into foundation 1 area	Respond to individual needs, promote independence and follow advice from occupational health Nappies are classed as hazardous waste so need disposing of appropriately.	RH/ support staff DY/PHS	When needed Weekly from Oct 2018	Variable	Individual needs met	Termly

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Physical environment	Provide suitable equipment for removing clinical waster from school. (includes bodily fluids e.g. bloods, swabs and dressings, drugs and other pharmaceutical products)	Potential health hazard	DY/PHS	Weekly from Oct 2018		Collection of waste each week	Weekly
Physical environment	Provide suitable seating and tables for individual needs (specialist seating/raise and fall tables)	Inclusion of all pupils and to provide the best environment for learning.	RH/Support staff	When needed	Variable	Individual needs met	Termly
School curriculum	Develop staff awareness of Autism and how to ensure all teaching and classroom environments (including the hubs and hall) are Autistic friendly e.g. Through the use of PECS	Enhance existing provision to ensure quality provision for those with Autism. Disseminate information to other key member of staff.	RH/KS All staff	Spring/ Summer 2019	Free £240 £120	All school staff training in Level 1 Autism awareness RH, KS to undertake Level 2 autism training. RH to do Level 3 autism training.	SLT through observations / learning walks / book scrutiny / pupil voice
School Curriculum	All extra-curricular activities are accessible to all children	Inclusion of all.	RH / SG All staff	Termly	No cost (unless additional resources /staff are needed)	All children are able to attend clubs and attendance is reflective of the children on role.	Attendance registers - termly

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
School Curriculum	To develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly.	Enhance existing provision to ensure quality provision for those with dyslexia/ specific learning difficulties. To communicate a consistent approach to dyslexia. To provide additional resources where needed to support children (e.g. reading rulers)	All staff	Ongoing	Cost unknown at present	Classrooms to be dyslexia friendly (coloured paper, font used etc)	SLT through observations/ learning walks/ book scrutiny etc.
School Curriculum	Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. Enhance existing provision with additional SaLT time – a day a fortnight	To ensure best outcomes for the children. Raise standards throughout the curriculum. Ensure value for money from deployment of supports staff. CPD opportunities for all staff.	RH HB All staff	Termly	£5,900	Individual needs are met. Improved provision	SLT caseload reviews process in consultation with SaLT. Data/Progress of pupils
School curriculum	Ensure all classrooms have updated visual timetables.	Reduce anxiety/improve behaviour and involve pupils in the organisation of the day. Pupil feedback has indicated that children like to know what will be happening and when.	All staff	Daily	Printing costs	All classrooms have a permanent visual timetable on display and updated.	Learning walks. Pupil conversations.
School curriculum	Purchase SEN friendly resources which reflect the current needs of pupils with SEN, to enhance access to the curriculum, IEP delivery and behaviour management	To enhance access to the curriculum, IEP delivery and behaviour management	RH	Spring / Summer 2019	£200	Good quality resources in use.	SEN reviews. Observation. Support plan monitoring.

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Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Support Services	Inclusion manager and learning mentor to meet/communicate regularly with the school nurse to ensure appropriate support is offered to families	Improve outcomes for child and families and provide support with medical issues that impact on school life.	RH / SB	Termly	No cost	Individual needs met.	Termly
Support services	Inclusion manager to communicate regularly with other agencies e.g. guided and support team, Educations Psychologist to be able to make parents aware of support available to them.	To meet individual pupil needs and improve the outcomes for children	RH / SB All staff	Termly	A day a week from staffing budget	Individual needs are met.	Termly
Support services	Develop parental awareness of the Early Help Plan process as an opportunity to support vulnerable children and families. **Information on Website**	To improve outcomes for children through early multi agency support.	RH / SB / SG	Spring 2019	No cost	Parents aware of the Early Help Plan and the support it can provide – information on the school website.	Yearly update
Support services / Communication	Increase parental awareness of support available through meetings such as coffee mornings, parents evenings	Improved outcomes for children and families and provide support where needed.	RH / SB	Termly from Spring 2019	£20 per session	Improved communication and meeting of individual needs	Termly Parent / carer feedback
Communication	Ensure the school website is updated and information is easily accessible.	To improve communication with families.	MM All staff + technical support	Half termly	No cost	Improved communication	Half termly Parental/carer feedback

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Communication	Increase communication using text and e- mail and social media e.g. Twitter.	To improve communication with families.	Admin team Teaching Staff SLT	Half termly and as needed	No cost	Improved communication	Termly Parent/carer feedback
School curriculum/ communication	Continue with homework challenge grid containing a range of activities so all children can access. Reading books to be differentiated. Ensure access to homework club as and when needed for pupils and KS1 and KS2	Feedback received from parents /carers suggest that homework could be more accessible.	SLT	Half termly	No cost	Improved outcomes/communication	Homework scrutiny. Feedback from parents/carers.

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Academic Year 19-20							
Physical Environment	Inspect field boundary to ensure safe containment of children at dinnertimes and break times. Ensure gates are locked at designated times	To ensure safety of all children when playing in this area but in particular those with Autism	DY/DR/ facilities team Supervising staff HS Gov	Weekly	No cost	Children safely contained Regular site inspections – termly audit.	DY and HS Gov
Physical Environment	Ensure all areas if the playground (including staging an outdoor classrooms areas) continue to be accessible for all pupils and a safe working environment.	Inclusion of all pupils and to promote social interaction and independence	DY/DR HS Gov	Monthly premises walk Weekly site inspection	No cost	Positive feedback from all pupils. All are able to access all areas.	Termly and annual health and safety audit (in house)
Physical environment	Ensure corridors and hub areas are free from obstruction.	Children with mobility/vision issues are able to move safely around school.	DY/DR HS Gov	Weekly inspection Annual premises audit	No cost	Corridors free of furniture and not used for storage.	Termly
Physical environment	Provide suitable equipment for toileting and adapted to individual needs. Nappy bin installed in foundation 1 area	Respond to individual needs, promote independence and follow advice from occupational health Nappies are classed as hazardous waste so need disposing of appropriately.	RH/ support staff PHS	When needed Weekly	Variable £78.00 Yr	Individual needs met	Termly

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Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Physical environment	Provide suitable seating and tables for individual needs (specialist seating/raise and fall tables)	Inclusion of all pupils and to provide the best environment for learning.	RH/Support staff	When needed	Variable	Individual needs met	Termly
Physical environment	Provide suitable equipment for removing clinical waste from school in designated first aid room. (includes bodily fluids e.g. bloods, swabs and dressings, drugs and other pharmaceutical products)	Potential health hazard	DY/PHS	Weekly	£78.00 Yr	Collection of waste each week	Weekly
School curriculum	Continue to ensure all teaching and classroom environments (including the hubs and hall) are Autistic friendly e.g. Through the use of PECS	Enhance existing provision to ensure quality provision for those with Autism. Disseminate information to other key member of staff.	RH/KS All staff	On going	No cost	Information disseminated to staff members to ensure better provision in classrooms.	SLT through observations / learning walks / book scrutiny / pupil voice
School Curriculum	All extra-curricular activities are accessible to all children	Inclusion of all.	RH / SG All staff	Termly	No cost (unless additional resources /staff are needed)	All children are able to attend clubs and attendance is reflective of the children on role.	Attendance registers - termly

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
School Curriculum	To develop staff awareness of Dyslexia and how to ensure all teaching and classroom environments are dyslexia friendly.	Enhance existing provision to ensure quality provision for those with dyslexia/ specific learning difficulties. To communicate a consistent approach to dyslexia. To provide additional resources where needed to support children (e.g. reading rulers)	All staff	Ongoing	Cost unknown at present	Classrooms to be dyslexia friendly (coloured paper, font used etc)	SLT through observations/ learning walks/ book scrutiny etc.
School Curriculum	Review Speech and language provision in school in consultation with a SaLT and plan CPD opportunities for staff through traded services. Enhance existing provision with additional SaLT time – a day a fortnight	To ensure best outcomes for the children. Raise standards throughout the curriculum. Ensure value for money from deployment of supports staff. CPD opportunities for all staff.	RH HB All staff	Termly	£5,900	Individual needs are met. Improved provision	SLT caseload reviews process in consultation with SaLT. Data/Progress of pupils
School curriculum	Ensure all classrooms have updated visual timetables.	Reduce anxiety/improve behaviour and involve pupils in the organisation of the day. Pupil feedback has indicated that children like to know what will be happening and when.	All staff	Daily	Printing costs	All classrooms have a permanent visual timetable on display and updated.	Learning walks. Pupil conversations.
School curriculum	Purchase SEN friendly resources which reflect the current needs of pupils with SEN, to enhance access to the curriculum, IEP delivery and behaviour management	To enhance access to the curriculum, IEP delivery and behaviour management	RH	Termly	£200	Good quality resources in use.	SEN reviews. Observation. Support plan monitoring.

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Support Services	Inclusion manager and learning mentor to meet/communicate regularly with the school nurse to ensure appropriate support is offered to families	Improve outcomes for child and families and provide support with medical issues that impact on school life.	RH / SB	Termly	No cost	Individual needs met.	Termly
Support services	Inclusion manager to communicate regularly with other agencies e.g. guided and support team, Educations Psychologist to be able to make parents aware of support available to them.	To meet individual pupil needs and improve the outcomes for children	RH / SB All staff	Termly	A day a week from staffing budget	Individual needs are met.	Termly
Support services	Develop parental awareness of the Early Help Plan process as an opportunity to support vulnerable children and families. Information on Website	To improve outcomes for children through early multi agency support.	RH / SB / SG	Yearly	No cost	Parents aware of the Early Help Plan and the support it can provide – information on the school website.	Yearly update
Support services / Communication	Increase parental awareness of support available through meetings such as coffee mornings, parents evenings	Improved outcomes for children and families and provide support where needed.	RH / SB	Termly	£20 per session	Improved communication and meeting of individual needs	Termly Parent / carer feedback
Communication	Ensure the school website is updated and information is easily accessible.	To improve communication with families.	MM All staff + technical support	Half termly	No cost	Improved communication	Half termly Parental/carer feedback

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Communication	Increase communication using text and e- mail and social media e.g. Twitter.	To improve communication with families.	Admin team Teaching Staff SLT	Half termly and as needed	No cost	Improved communication	Termly Parent/carer feedback
School curriculum/ communication	Continue with homework challenge grid containing a range of activities so all children can access. Reading books to be differentiated. Ensure access to homework club as and when needed for pupils and KS1 and KS2	Feedback received from parents /carers suggest that homework could be more accessible.	SLT	Half termly	No cost	Improved outcomes/communication	Homework scrutiny. Feedback from parents/carers.

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Academic Year 20-21							
Physical Environment	Inspect field boundary to ensure safe containment of children at dinnertimes and break times. Ensure gates are locked at designated times	To ensure safety of all children when playing in this area but in particular those with Autism	DY/DR/ facilities team Supervising staff HS Gov	Weekly	No cost	Children safely contained Regular site inspections – termly audit.	DY and HS Gov
Physical Environment	Ensure all areas if the playground (including staging an outdoor classrooms areas) continue to be accessible for all pupils and a safe working environment.	Inclusion of all pupils and to promote social interaction and independence	DY/DR HS Gov	Monthly premises walk Weekly site inspection	No cost	Positive feedback from all pupils. All are able to access all areas.	Termly and annual health and safety audit (in house)
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Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
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Support services	Develop parental awareness of the Early Help Plan process as an opportunity to support vulnerable children and families. Information on Website	To improve outcomes for children through early multi agency support.	RH / SB / SG	Yearly	No cost	Parents aware of the Early Help Plan and the support it can provide – information on the school website.	Yearly update
Support services / Communication	Increase parental awareness of support available through meetings such as coffee mornings, parents evenings	Improved outcomes for children and families and provide support where needed.	RH / SB	Termly	£20 per session	Improved communication and meeting of individual needs	Termly Parent / carer feedback
Communication	Ensure the school website is updated and information is easily accessible.	To improve communication with families.	MM All staff + technical support	Half termly	No cost	Improved communication	Half termly Parental/carer feedback

Area	What	Why	Who	When	Cost	Success Criteria	Assessment & Monitoring
Communication	Increase communication using text and e- mail and social media e.g. Twitter.	To improve communication with families.	Admin team Teaching Staff SLT	Half termly and as needed	No cost	Improved communication	Termly Parent/carer feedback
School curriculum/ communication	Continue with homework challenge grid containing a range of activities so all children can access. Reading books to be differentiated. Ensure access to homework club as and when needed for pupils and KS1 and KS2	Feedback received from parents /carers suggest that homework could be more accessible.	SLT	Half termly	No cost	Improved outcomes/communication	Homework scrutiny. Feedback from parents/carers.

Date of Plan   :   December 2018.

Date of Review   :   December 2021

Member of staff responsible: Headteacher

Governors & Committees responsible: Chairman of Governors, with the Vice Chairman of Governors, the Senior Management Team, and the Chairmen of: Buildings Committee, Curriculum Committee, Finance Committee, Personnel Committee, and Publicity Committee

The following were consulted on the plan:

- Governors   date: February 2019

- Teaching Staff   date: December 2018

- Support Staff   date: December 2018

- Parent/Carers/pupils   date: December 2018

- The plan was approved by the governing body on: February 2019