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| Improve and maintain access to the physical environment.  Ensure accessibility for disabled/ Wheelchair users. | We have ramps in place for access to the front entrance.  Additional door added to Key Stage 1 in 2023. | Audit needs of individuals and make suitable adjustments where appropriate.  Termly assessment will be provided on a termly basis to assess additional needs. | Advice from Inclusion Support and other agencies.  MAC advice to implement any measures. | Ongoing as and when advised. Supported from the  MAC. |
| Improve the delivery of ICT support for information to pupils with a disability. | To continue to provide current good practice. To further improve the ICT equipment for children with SEND.  Continue to ensure scribes are used as and when required. Our school uses a range of communication methods to ensure information is accessible. This includes:  • Internal signage  • Large print resources  • Pictorial or symbolic representations  • Visual Timetables  • Task boards  • Now and Next boards Auditory resources | Monitor classes to ensure the correct resources tools are used regularly to support children. | To audit the ICT provision for children with SEND, review findings and enhance provision. | To assess how effective the ICT provision support SEND children each term. |
| To ensure that all children have access to the curriculum and opportunities for all, including those with medical needs. This is supported by Inclusion Team. | Resources are adapted to support children in classes. Our school offers a curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Progress is tracked for all pupils, including those with SEND. Targets are set effectively for additional needs. | Advice from Inclusion Support Services. Appropriate Training Providers to support staff to ensure inclusion for all. | Resources are targeted more efficiently. Children achieve or exceed their individual targets. When lessons are monitored, SENCo/SLT can identify that strategies outlined in this plan are in place. | When lessons are monitored, HT/SENCo/SLT can identify that strategies outlined in this plan are in place. |
| All children to be able to take part in school visits, regardless of their Special Educational Need or Disability (SEND) | Our school learning mentor regularly arranges inclusion of trips for SEND child. We also arrange additional SEND participation of activities. | Risk assessments to be carried out for all visits. School to ask for input from external agencies where appropriate when needing additional support. | HT/SLT/TEACHER/  SENCO. |  |
| To successfully support pupils and families with SEMH needs. | School supported by SEN advisory team. We also have a SEMH learning mentor supporting children.  We support families through the Early Help process when needed.  Children and families with SEMH needs will feel supported and will have access to the necessary provision they need. | Saint Philip’s Catholic Primary School received the SEMH award in 2022 for good practice.  Continue the good working relationship with our Specialist Advisory Teacher for SEMH and utilise this provision to provide more tailored training to relevant staff. | Whole School –  Teachers  HT/SLT/SENCO | Ongoing throughout the plan in place. |
| School behaviour policy and other whole school policies to be reviewed to ensure the needs of all pupils with SEND are met and accommodated for. | Current SEND Policy/ SEND information report in place to ensure that the needs of all pupils are met and that parents are aware of how school can meet their child’s needs. Informal adaptations are made to the behaviour policy for those children with SEND | Assess the Dojo system in place that parents are part of too. | Whole School | Monitor responses to rewards of Dojos and any feedback from parents, children and teaching staff. |