

<b>Standard</b>	<b>Available Resources</b>	<b>Act</b>	<b>Recipients</b>	<b>Timescale and cost</b>	<b>Success Criteria</b>	<b>Monitored</b>	<b>Evaluation and Impact on School Plan</b>
<b><i>Increase the extent to which AEN &amp; disabled pupils can participate in the school curriculum</i></b>	<p>Staff Development Budget</p> <p>SEN support plans / Education and Health Care plans reviewed</p> <p>High Needs Funding</p> <p>Health Care Plans</p>	<p>Setting suitable learning challenges within daily planning.</p> <p>Differentiated teaching and learning styles catered for.</p> <p>Outcomes clearly stated</p>	Whole staff	On going	<p>Broader range of teaching strategies used by CTs &amp; TAs</p> <p>Staff are confident to meet the needs of pupils with a diverse range of learning, medical and behaviour needs in relation to equality.</p>	<p>AEN Leader monitoring planning and moderating provision.</p> <p>Termly agreement trialling/ provision moderation</p>	<p>An inclusive approach will be used to ensure that children with AEN and disabled pupils make accelerated progress.</p>

<p><b>Overcoming potential barriers to learning and assessment for individuals and groups of pupils</b></p>	<p>Contingency funding</p>	<p>Ensuring all children have suitable equipment, furniture ...etc., thus enabling them to access the curriculum through support from Occupational Therapy Services and Physiotherapy for specific pupils.</p> <p>Speech therapy</p> <p>Psychology</p> <p>Medication available</p>	<p>Key members of staff</p>	<p>Regular review meetings.</p> <p>Reviewed termly</p>	<p>Resources purchased as recommended for provision in classroom, toilets, dining hall, for out of school trips.</p>	<p>Daily observation of pupils to ensure equipment is used safely and is providing inclusive approach to learning.</p> <p>Termly monitoring from all multi agencies involved at meetings and annual reviews.</p>	<p>Children will overcome potential barriers to learning and be able to access learning like their peers, ensuring accelerated progress.</p>
<p><b>Improving inclusive ethos</b></p>	<p>Makaton training for staff when required</p>	<p>Staff training / awareness for medical and physical needs</p>	<p>One-To-One Support staff</p>	<p>Termly review of training</p>	<p>Downs view will adopt an inclusive approach for children with communication difficulties.</p>	<p>Daily monitoring of signs used to teach children and shared with key adults.</p>	<p>Provision will be inclusive to ensure that pupils with diverse learning needs are given the maximum potential to make progress</p>
<p><b>Responding to pupils' diverse learning needs</b></p>	<p>Anaphylactic training awareness/ Use of Epi pens.</p> <p>Training of insulin</p>	<p>Continuation awareness of use of Sign Language to all children and staff within lessons and assemblies. Used to support some high needs children in</p>	<p>All staff – reviewed yearly and new/ key</p>	<p>Daily planning in</p>	<p>All pupil's diverse learning needs will be responded to in a positive and</p>		

	<p>pumps and medication for children who are diabetic</p>	<p>Reception</p> <p>Epipen /Diabetes training – reviewed Yearly. First Aid at Work gained by all staff. Paediatric First Aid qualifications gained by EYFS TA and Key First Aider</p> <p>Differentiated assessment</p> <p>Use of External Agencies/Expertise:</p> <p>Physiotherapy</p> <p>SALT</p> <p>Occupational Therapy</p> <p>Wyvern and Goldwyn outreach specialist teaching support</p> <p>Positive images of disability to be displayed</p> <p>Literature / resource books to include images of disability. Assemblies</p>	<p>members of staff trained.</p> <p>At least termly visits by outside agencies and advice acted upon.</p>	<p>relation to SES</p> <p>Termly reviews and visits by external agencies</p>	<p>inclusive way.</p> <p>All pupils with a range of diverse needs will be provided with correct provision and resources to ensure a positive approach to ensure inclusion .</p>	<p>Weekly monitoring of practice involving use of insulin injections and checks.</p> <p>Termly reviews of provision for pupils with physical and diverse needs.</p>	<p>both in terms of academic progress and well-being and involvement.</p> <p>Outside agency's expertise will be used to provide an inclusive approach to learning and provision. This will ensure that pupils have individual health education plans which are appropriate to meet their diverse needs.</p>
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		to explore issues of inclusion. Outside visitors to talk about their disabilities						
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<p><b>Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education.</b></p>	<p>Devolved Capital Fund</p> <p>Buildings Maintenance Devolved Budget from</p>	<p><b><u>Improved Access for PD</u></b></p> <p>Notice attached to main entrance gate to instruct individuals with physical needs to seek assistance with office staff for opening the main gate.</p>	<p>All users unable to push open the main gate independently</p>	<p>Cost of permanent sign £30</p>	<p>Improved accessibility for PD</p>	<p>Single Equality Scheme Working Party</p>	<p><b>All users of building will have safe access to the building.</b></p> <p><b>All rooms within the building will be accessible to all children and adults. Mobility around the school will be easier for all stakeholders with physical impairments.</b></p>
		<p>Wooden frames attached to class doors in polar bear, turtle and fox class to be widened to full width of the door.</p>	<p>Adults using a wheelchair to enter the room.</p>	<p>No Cost – caretaker to complete</p>	<p>Improved accessibility for all</p>	<p>SEND Governor and AEN Leader yearly on disability learning walk in April</p>	
		<p><b><u>Improved Access for VI</u></b></p> <p>Edge of steps and door exit steps to be more visible using luminous line</p>	<p>Visually impaired</p>	<p>Main entrances and exits by sept 2016. The remainder by sept 2018</p>	<p>Improved access for VI</p>		

