

TARGET	STRATEGIES	WHEN	BY WHOM	OUTCOME?
To increase provision for children and adults with physical difficulties	1. To carry out a walk around the school to identify areas which cannot be easily accessed by people who are physically disabled	End of Term 2	JO/TO/KP	Works will be carried out in the new year.
	2. To consider outcomes of 1 and to implement changes where viable	End of Jan	KP	PD pupils are able to access all areas of the curriculum. Advice is taken from relevant agencies where necessary to support inclusion.
	3. To ensure that PD pupils are able to access all areas of the curriculum	End of T2	TO/CT	
	4. To ensure that staff are aware of pupils with physical difficulties and strategies to support them	End of T2	TO/CT	
	5. To ensure that pupils with identified intervention are receiving it	End of Sept	TO	
	6. To ensure that PD parents/carers attending school functions eg class production are able to access area	End of T2	JO/TO	
	7. To provide identified parking areas for PD visitors to the school	End of T1	KP	There is a clearly identified parking space within the carpark.
To increase access to curriculum for pupils within all difficulties range	1. To explore new materials and IT programs to enable greater access to the curriculum	On-going	CF/TO	All children are able to access a curriculum that is appropriate to them; regardless of need.
	2. To provide INSET for staff	On going	TO/TO/CF	

<p>To improve safety to all pupils with difficulties</p>	<ol style="list-style-type: none"> 1. To ensure that pupils with difficulties of all kinds are safe during an emergency – eg that they understanding fire procedures 2. To carry out a safety walk around the school 	<p>TO/CTs</p> <p>JO/KP</p>	<p>Every Term</p> <p>Every Term</p>	<p>Fire Evacuation Plan has been updated. Specific plan in place for child with PD.</p>
<p>To increase provision for pupils with EAL</p>	<ol style="list-style-type: none"> 1. To provide information and advice regarding supporting EAL pupils to all teachers. 2. To co-ordinate provision for EAL pupils with EAL leader. 	<p>CH/TO</p> <p>CH/TO</p>	<p>End of T1</p> <p>On going</p>	<p>All EAL children are identified. Data currently shows that there are no significant gaps between EAL and non-EAL pupils.</p>
<p>To increase provision for vulnerable groups</p>	<ol style="list-style-type: none"> 1. Use class data to analyse specific areas/vulnerable groups/year groups that require additional support. 2. Complete a clear action plan and feedback to SLT for inclusion on the school development plan. 	<p>RF/TO</p> <p>RF</p>	<p>Termly</p> <p>Termly</p>	<p>Provision maps written and updated termly</p>
<p>To support pupils with ASD and behaviour needs through the use of social stories</p>	<ol style="list-style-type: none"> 1. Senco to support staff in writing social stories when needed. 	<p>TO/RF</p>	<p>As required</p>	<p>Social stories are written when required.</p>
<p>To continue to support CiC from within and outside the LA.</p>	<ol style="list-style-type: none"> 1. Ensure regular communications between school and relevant parties in place. 2. Designation teacher (TO) to attend meetings and update PEPs. 3. Ensure funding is applied for and received for all CiC 4. Monitor provisions and support for impact. 	<p>TO</p>	<p>Ongoing</p>	<p>All CiC children have needs met.</p>