

3: ACTION PLAN

DATE STARTED: September 2014

Objective/s (From the Feature chosen)	Related Standard	Accessibility Code*	ACTIONS			EVIDENCE How will we know we've got there? E.g. documents, images, photographs	WHEN Short term: 1 yr Medium term: 2 yr Long Term: 3 yr Provide Date
			HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)		
<p><u>Parental and Community involvement</u></p> <p>The setting has developed strong links with local organisations of disabled people and other relevant community organisations and they are regularly invited to give their perspectives to the children and young people</p>	<p>Standard 9 Priority 9:12</p>	<p>I – Improving the delivery of information so that it is accessible to everyone</p>	<p>Scope the networks and agencies that would be available to come into schools and work with staff and pupils. Staff to establish links and invite groups/ speakers into academy to work with pupils and staff according to their remit. Links to be further developed so that organisations involve us in projects, pilots</p>	<p>SENCo to carry out scoping exercise. then to develop links with groups, associations and begin discussions. ALT and SENCO to invite groups in and begin working with agencies – developing and fostering those links over time</p>	<p>Time – time set aside to enable to scoping exercise and fostering the links made. Invitations to agencies to be created</p> <p>Secretarial help in taking calls and writing to agencies</p> <p>Assembly time to deliver the assemblies</p> <p>ALT to back and aid the process</p> <p>Staff meeting</p>	<p>Records of the calls, letters, emails, communication</p> <p>Evidence of agencies and organisations in school – such as photographs, work produced by pupils prior/post visit</p> <p>Contact being made by associations with the school</p> <p>Knowing who to contact and speak to about different perspectives</p>	<p><u>Short term – Yr1 Sept 2014-July 2015</u></p> <p>Success for Everyone targets to be written into school development plan for September 15</p> <p>SENCO to carry out scoping exercise – finding out about what is happening in the local area and who is able to offer/give a sound perspective on an issue – list of contacts to be created – by Apr 15 and contacts being rung –</p>

			<p>and events – school becoming a first point of contact and can pass on details and information to others</p>		<p>time to carry out some of the scoping with community members</p>		<p>organising things for May 2015 and academic year</p> <p>June 2015 – three year plan to be developed and phase one to be implemented</p> <p><u>Medium term –Yr 2</u> <u>September 15 – July 16</u></p> <p>Specifics of the work to be carried out in school to be clearly defined and begun – Action plan to be updated and re-written September 16</p> <p>Agencies and local organisations working within school</p> <p><u>Long term – Yr 3</u> <u>September 16 – July 17</u></p> <p>Strong links created with local organisations and other relevant community organisations who</p>
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<p><u>Teaching and Learning</u></p> <p>Settings work in partnership with each other and with other agencies to develop learning activities, teaching approaches and curriculum materials and specialist equipment in order to meet the learning needs of all pupils</p>	<p>Standard 6 Priority 6.17</p>	<p>C – Increasing the extent to which everyone can participate in the school curriculum</p>	<p>Identify settings and agencies who can help develop specialist teaching approaches to aid all our pupils</p> <p>Use those agencies to improve and develop practice</p> <p>Know where to get or how to access</p>	<p>SEN Co-ordinator to carry out a scoping exercise to identify which agencies can help develop practice and Identify the schools development needs</p> <p>Needs to be addressed</p>	<p>Time – time set aside to enable to scoping exercise and develop the links made. Meetings to be arranged and carried out</p> <p>Whole schools needs analysis to be carried out</p> <p>ALT to help convene and chair meetings</p>	<p>Teacher know how to cater for different identified groups – practise to be inclusive – planning to reflect this</p> <p>Agencies meeting logs, trainings logs, list of where equipment can be accessed and who can be contacted for advice</p>	<p>regularly come into school – using school as a first point of contact</p> <p>School able to give information and details to other settings – helping form a larger network in which information can be shared</p> <p>Action plan to be updated, re-written with new priorities outlined – September 2015</p> <p><u>Short term –Yr 1 Sept 2014- July 15</u></p> <p>Success for Everyone targets to be written into school development plan for September 15</p> <p>SENCO to carry out scoping exercise – finding out about needs within school and expertise both in and out of school -</p>
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			<p>specialist equipment that may be needed.</p> <p>Work with staff and agencies to develop inclusive teaching approaches that will benefit all our pupils</p>	<p>through teaching practices being improved / refined in order to ensure quality education for all. Agencies to work with staff to do this</p> <p>Create specialist resources as needed or work with setting already carrying this out– perhaps enter a research study</p> <p>Make these resources / information available to other settings</p> <p>Share with other settings through networks – build network links</p>	<p>for scoping exercise and to back and aid the process</p> <p>Parental meeting time</p> <p>School Council meeting time</p> <p>Staff meeting time to carryout some of the scoping with community members</p> <p>Training for staff who will be trailing ways of working</p>	<p>list of contacts to be created – by April 2015 and contacts being rung – organising things for June 2015 and academic year</p> <p>June 2015 – three year plan to be developed and phase one to be implemented</p> <p><u>Medium Term Yr 2</u></p> <p>Specifics of the work to be carried out in school to be clearly defined and begun – Action plan to be updated and re-written September 15</p> <p>Practise being further developed in school according to the needs found</p> <p><u>Long Term Yr 3</u></p> <p>Networks well established and school working closely with others with similar needs.</p>
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<p><u>Staff Development</u></p> <p>Staff working with particular vulnerable groups are supported in gaining training to enhance their expertise</p>	<p>Strand 3 Priority 3.3</p>	<p>C – Increasing the extent to which everyone can participate in the school curriculum</p>	<p>Staff to be involved in developing own practice and that of others in order to ensure that vulnerable groups are supported</p> <p>To be active members of network meetings to be proactive in gaining training necessary</p>	<p>Define what good practice looks like at our school for different vulnerable groups SEN, EAL, different genders, G&T</p> <p>Skills audit to be carried out – identifying good practice.</p> <p>EAL, G&T, SEN Co-</p>	<p>ALT to lead on this by identifying good practice through intervention logs</p> <p>Time – time set aside to enable defining of good practice and development of action plan Meetings to be arranged and carried out</p>	<p>Local community of Schools contacting and asking about inclusive practices, Staff speaking at Networks and sharing successes</p> <p>Pupils learning, happy, safe and developing well</p>	<p>Agencies supporting as necessary. School able to offer advice to other schools and settings</p> <p>Able to access information and equipment quickly</p> <p>Action plan to be updated, re-written with new priorities outlined – September 2015</p> <p><u>Short term – Yr 1</u> <u>Sept 14 – July 15</u></p> <p>Success for Everyone Identified in School Development Plan</p> <p>Lesson observations to identify good inclusive practice and areas for development</p> <p><u>Medium term –Yr2</u> <u>September 15 – July 16</u></p>
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			<p>To identify and develop procedures for sharing practice</p>	<p>ordinators to develop their roles sharing good practice with staff in order to develop skills. Networks and training, sharing and modelling practice – Develop work as Practitioner Consultants</p> <p>Staff within school to continue to develop inclusive practices – NQT's to be aided as required and up skilled.</p> <p>Staff able to access quality training, support and information</p>	<p>Whole school skills audit to be carried out</p> <p>Identification of excellent practice convene and chair meetings for scoping exercise and to back and aid the process</p> <p>Skill sharing, coaching, modelling for staff as required.</p> <p>ALT to back, subject leaders to be given time to develop skills as needed and share them</p>		<p>Areas for development addressed – Good practices shared and developed Area of expertise identified and developed Procedures for sharing expertise identified</p> <p><u>Long term –Yr3</u> <u>September 16 –</u> <u>July 17</u></p> <p>School able to share practice with other settings confidently and effectively. Area of expertise established procedures for sharing this in local community established</p>
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<p><u>Parental and Community Involvement</u></p> <p>The settings policies and practices are examined to remove barriers to disabled people and all relevant information is available in accessible formats</p>	<p>Standard 9 Strand 9:11</p>	<p>I – Improving the delivery of information so that it is accessible to everyone</p>	<p>Initial review of practice and policies to take place – focussing on barriers faced by disabled people accessing our policies and letters</p> <p>Findings to be addressed by for example – re writing, accessing different format, knowing how to access different formats for our policies</p>	<p>Scoping exercise – Identifying how we currently send out information – is this in a way that will aid or hinder disabled people</p> <p>Identify what needs addressing</p> <p>Change those things identified in a systematic way</p>	<p>ALT to look at information sent home. Staff to identify how accessibility and barriers</p> <p>Need staff meeting time, time for rewriting policies as needed, Time to identify different media and prepare them as necessary</p> <p>ALT, Subject Leaders and Phase Leaders to be given time to look at own policies and practices in each Key Stage</p>	<p>Policies which reflect the practices of the school which are accessible to all. Sources identified for specific groups if required at any time e.g. Braille, minority language formats</p>	<p><u>Short term – Yr1 Sept 14 – July 15</u></p> <p>Scoping – Identify ways in which policy and practices are shared with community</p> <p>Identify what needs to be done to improve this</p> <p>Prioritise what to tackle first</p> <p>Begin Phase One</p> <p><u>Medium term Yr 2 September 2015 – July 2016</u></p> <p>Rolling programme in place to address those issues outstanding – continuing to improve accessibility of information</p> <p><u>Long term Yr 3</u></p>
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<p><u>Creating the Environment</u></p> <p>The setting is regularly audited to reduce all barriers (e.g. physical, social, organisational, emotional) to learning, achievement and full participation</p>	<p>Standard 5 Strand 5.9</p>	<p>E – Improving the physical environment so that everyone can take advantage of education</p>	<p>Audit checklist to be developed and used on a termly basis to ensure that barriers are reduced</p>	<p>ALT to devise checklist and carry out audit on regular basis – reporting any findings and taking action on the issues that arise</p>	<p>Checklist to be devised. Time for audit to be scheduled</p> <p>Staff meeting time to address any social, emotional, organisational and physical needs</p>	<p>Photographs of the problem and then the solution! Checklists Actions carried out after checklist e.g. meeting notes, orders, documents</p>	<p><u>September 2016 – July 2017</u></p> <p>All new policies and practices available in different formats which remove barriers for disabled people.</p> <p>Practices shared with other settings</p> <p><u>Short term Yr 1 Sept 14- July 15</u></p> <p>Environmental checklist to be devised looking at physical, emotional, social, organisational barriers</p> <p>Carry out first audit May 2015</p> <p>Write actions into School Development Plan as needed</p> <p><u>Medium Term Yr 2 September 2015 –</u></p>
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							<p><u>July 2016</u></p> <p>Audit cycle to be embedded into the schools practice</p> <p>Issues identified and actions taken</p> <p><u>Long term Yr 3</u> <u>September 2016 –</u> <u>July 2017</u></p> <p>Checklist updated as required, This would now be integrated practice with all staff aware and actively seeking to reduce barriers on all areas.</p> <p>S4E Plan reviewed – July 2017 – in line with Government legislation</p>
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By focusing on this standard (and its features) are you:	* Accessibility Code
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I