

Nuneaton Academy's

Accessibility Plan

Nuneaton Academy Accessibility Plan

The below audit was under taken By Scott Doughty and Baljinder Morrison on 10/12/2020 It should also be noted the academy has a good clear plan available on site that was shared with us by the BM prior to the audit, this lists the measure they consider and take in to consideration on this subject this document should be read in conjunction with this action plan.

AREA	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium- and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment of each school is adapted to the needs of pupils as required.</p> <p>This includes but not limited to:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Internal signage • When carrying out refits of room ensure consideration is give as required 					
Car Park and Roadways	Good signage. Large carpark plenty of low curbs ramp access double doors have door guards on Disabled bays marked out for sports centre and for visitors to school. Drop off bays for busses	To improve marking for access for all to include drop off bay for school transport if required	Remarking of Car Park to be done in Yr. 2/3	Capital as budget as allows for parking Bays	Summer 2022/3	Clear marked facility
Sports hall	<p>Low threshold doors to all access doors from outside areas.</p> <p>Ramped access to sports hall, wide doorways. wide open lobby area wide corridors Wide powered doors low thresholds throughout, Accessible toilets.</p> <p>Ramped access to Astro Turf and to court area any height changes are clearly marked.</p>	Maintain good marking and quality of doors fixtures and fittings	When refurbishing works take place DDA requirements should be planned in	Capital plans subject to approval	Summer 2022	Fully accessible facility for all users and community use

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A block	<p>Low threshold doors through out</p> <p>Clearly marked level changes</p> <p>Accessible toilets in cooking area wider corrido spaces good flow for foot traffic.</p> <p>Steps and small stairs are clearly marked in contrasting colour.</p> <p>Adjustable counters in Technology giving access to practical Technology lessons</p>	Maintain standards	consider timetable of 4 art rooms that have steps to them / small ramp could be considered (funding to be sourced if required)	Site / Capital	Summer 2022/23	To maintain a good level of accessibility
B Block	<p>Low entrance ways all round</p> <p>Good signage</p> <p>Clearly marked level changes / stair nosing's wide corridors powered doors ramped access to rear of building</p> <p>Lift available</p> <p>Evac chairs are located in key areas for evacuation</p>	Keep these standards this is a good standard that should be maintained	Ensure maintenance is appropriate to usage of area	site	Ongoing	Fully accessible facility
C Block	<p>Low level access all throughout building.</p> <p>Accessible toilets.</p> <p>Good clear signage.</p> <p>Wide open corridor spaces.</p>	Maintain standards.	Ensure maintenance is appropriate to usage of area	Site / capital if any works to be undertaken	Ongoing	Fully accessible facility
E Block	Good ramped accessibility to this modular building low threshold doors through out	Maintain standards	When any work is done on this temporary building, we must remember to account for DDA	Site / Capital	Ongoing	Fully accessible facility

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F Block	Low entrance ways all round Good signage Clearly marked level changes / stair nosing's wide corridors powered doors ramped access to rear of building Lift available Evac chairs are located in key areas for evacuation	Maintain good standards	Improve the accessibility of toilet in this area possible handrails etc. needs to be reviewed as required	Site/ Capital	2022/23	Fully accessible facility
G Block	Low entrance ways all round Good signage Clearly marked level changes / stair nosing's wide corridors powered doors ramped access to rear of building Lift available Evac chairs are located in key areas for evacuation	Maintain good standards	Showers and changing facilities are old and tired these will need to be addressed soon Yr. 2 and DDA should be considered when doing this	Site/ Capital	2022/23	Fully accessible facility
Dining halls	Ramps / lifts / wide doorways Canteen facilities accessible to all students.	Maintain standard	Ensure maintenance is appropriate to usage of area yellow markings to be maintained throughout the area	site	Ongoing	Fully accessible facility
External doors	Yellow demarcation line in place for change of heights	Maintain these as required	Ramps would need to be give consideration if needed	Site	Ongoing	Fully accessible facility
Internal stairs	Yellow / various colours are used for demarcation rear stairs need to be re done at next refit of	Maintain standard	at next refit improve, some have a granite finish need marking with a none-slip tape site team have been made aware	Capital / site	2020/ 2022	Fully accessible facility for students
Corridors to classrooms	Wide clear marked corridors throughout	Maintain standard	Some corridors could do with items painting different colours on protruding equipment	Site		Fully accessible facility for all users

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Library	Low threshold clear signage Library shelving all at low level	Maintain standard	Flooring at rear is showing signs of movement may need to be looked at	Capital / Academy See curriculum	Site to monitor monthly	Fully accessible facility for all users
Floor coverings	None-slip is installed in toilets and appropriate area's	Ensure all refits are suitable for area's needs colored stair nosing etc. are covered in specification briefs	Ensure correct floor covering is selected appropriate for area	Capital	Ongoing	Safe accessible areas
Visitors/ Student / Staff Toilets	Fully Accessible toilets in a verity of locations throughout the site CCTV and open plan boys / girls visitors have access to accessible toilet in reception floor covering's none-slip floors bright well light individual stalls full height doors to each cubical	Maintain good quality facilities	Ensure the refit accounts for accessibility needs	Capital if budget allows in line with Condition surveys priority	Yr. 2 2022	Good quality facilities for all
Grounds access main tarmac areas	Ramps slopes and flat access to the whole ground is all around site yellow demarcation on level changes on steps and entrance ways to all external doors.	Maintain / improve access as medium term targets	Keep yellow marking clear and up to date small area outside Drama could do with small ramp / cement edge putting in place	Site / capital	Yr. 3 2023	Well maintained facility
Reception area	Low level call point buttons for access fully accessible toilets Ramped access to reception Good lighting levels clear signage	Maintain / improve as required	Think about external matting as a hazard if we have visitors in a wheelchair mat need to be moved	Site / capital if required for alterations	Maintain	Well maintained facility with full accessibility

Accessibility Plan Curriculum

AREA- Access for Pupils with communication and interaction needs	CURRENT GOOD PRACTICE Include established practice and practice under development	<i>OBJECTIVES short, medium- and long- term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
ASD	<p>Whole staff cohort have some understanding of ASD and how it presents in pupils in the classroom.</p> <p>progress coaches have a good understanding of ASD and how it presents in pupils in the classroom.</p> <p>the school to upskill a member of staff to become an ASD specialist</p>	<p>Short-term: to identify training needs of whole school staff.</p> <p>Medium-term: to deliver Tier 1 training to school staff.</p> <p>Long-term: all school staff including support staff are Tier 1 ASD trained (including new staff). Some staff to be trained in Tier 2 ASD.</p>	<p>SENCO to organise training with the ASD service provider</p> <p>SENCO completes an audit to ensure that all staff are trained in Tier 1 and some in Tier 2 ASD.</p> <p>SENCO to identify those staff who will be required to complete Tier 2.</p> <p>SENCO to liaise with STS to provide small group work for those with ASD to manage anxiety.</p>	SENCO/CPD coordinator	SEPTEMBER 2021	<p>All staff have a Tier 1 qualification to support pupils with ASD to make educational progress in line with their peers.</p> <p>Identified staff to have a Tier 2 qualification to support pupils with ASD to make educational progress in line with their peers.</p> <p>New staff receive the training as part of their CPD so that pupils' needs can be met in and out of the classroom, as part of new staff induction programme.</p> <p>Pupils with ASD and working with STS actively using strategies throughout the school day and there is a reduction in behavior points/removals and increase in progress for these pupils.</p>

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External agencies	<p>The specialist teaching service subscription until around April 2021.</p> <p>SENCO has built a positive relationship with SENDAR and the local authority to support children in receipt of higher needs funding.</p>	<p>Ongoing:</p> <p>SENCO is aware of the needs of the pupils and makes referrals (delegating to Progress Coaches/pastoral staff/safeguarding when necessary) when needed to external agency to meet the needs of pupils with additional needs</p> <p>Arrangements are in place so that students can access external support to meet their emerging needs.</p> <p>Pupils with additional needs receive support so that they can fully access the curriculum and extracurricular activities.</p> <p>Interventions monitored using the graduated approach and data gathered by Progress Coaches to inform next steps.</p>	<p>SENCO to create an intervention provision map, including costings and impact.</p> <p>SENCO to provide regular updates to the trust send lead regarding potential external agency support.</p> <p>SENCO to liaise with AP in charge of extra-curricular activities to promote and increase SEND engagement (post covid).</p>	SENCO/PASTORAL/SAFEGUARDING/PROGRESS COACHES.	Ongoing	<p>Forecast data shows pupils with additional needs have the support needed to make expected progress in line with their peers.</p> <p>Pupils with additional needs receive support in line with their need.</p>

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Timetables	<p>Progress coaches' timetables have been arranged so that all pupils with send have access to support in at least one lesson per week.</p> <p>TNA academy to look at employing additional student support to support pupils in class, freeing up time for progress coaches to deliver evidence-based interventions</p>	<p>By using visual timetables pupils can support their own learning and develop independence with the help of a trusted adult.</p> <p>Pupils upskill their organisational skills to develop independence for post-16 education through developing revision/homework timetables.</p>	<p>Identified pupils have a visual timetable which is laminated.</p> <p>Progress coaches will go through the timetable to ensure that the pupils know the different symbols and where the classroom is situated. Any changes will be fully communicated with the pupil.</p>	SEND Team/Pastoral staff/SENCO	Ongoing	<p>Timetables for pupils with additional needs show that the curriculum offer has not been narrowed and is considered broad and balanced when reviewed by SLT/TMAT.</p> <p>Pupils with additional needs know which lessons they have and develop independence skills.</p>

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Communication	<p>Regular whole school meetings and briefings to share good practice across professionals.</p> <p>Talk therapy CPD planned for pastoral, progress coaches, SENCO and SLT to support pupils' communicating during heightened times of arousal</p>	<p>SEND bubbles available for regular support for staff, as well as calendared training sessions.</p> <p>To deliver training on good practice strategies for all staff so that teachers understand the different methods to motivate a range of learners.</p> <p>Teacher access and employ methods of communication appropriate to pupils' need to support progress.</p> <p>Long-term: Approaches are used to develop emotional literacy to support pupils progress in and out of the classroom.</p>	<p>SENCO to deliver relevant training/CPD</p> <p>Implement SEND bubble lead strategy to aid communication within bubbles.</p> <p>Regular slot at whole staff briefing, send workshops and staff bulletin to raise the profile of send and communicate key messages.</p>	SENCO/CPD coordinator	September 2021(change as appropriate)	<p>All teachers are equipped with the skills to plan and deliver lessons that ensure all pupils with additional needs can make appropriate progress in line with their peers.</p> <p>Learning walks and forecast data demonstrate improved progress of pupils with SEND.</p>

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Sensory	<p>Sensory circuits can be completed by staff who are familiar with them.</p> <p>Sensory toys given to those pupils who required them.</p> <p>Sensory audits through the specialist educational psychologist service for high tariff children.</p>	<p>To ensure that the learning environment is suitable to meet the pupil's sensory needs.</p> <p>To make the appropriate changes to limit sensory issues as per recommendations from external agencies.</p>	<p>SENCO to deliver relevant training/CPD.</p> <p>SENCO to share pupil passport with teaching staff for pupils with additional needs.</p> <p>SENCO to explore sensory circuit wall wraps.</p> <p>SENCO to explore building of a TNA sensory room.</p> <p>SENCO to liaise with OH and EP's for recommendations on individual pupils.</p>	SENCO	Ongoing	<p>Pupils with sensory needs make appropriate progress in-line with their peers.</p> <p>Pupils with sensory difficulties access school facilities to support with their physical and sensory needs.</p>
Consistent use of positive language	Staff have had training on relational approach to pupils rather than behaviorist from SENCO.	<p>To build pupils' self-confidence.</p> <p>Pupils develop the confidence to contribute in lessons so that teachers can check learning.</p> <p>All staff use positive language, including support staff.</p>	<p>Teachers use positive language with all pupils to create a positive learning environment for all.</p> <p>Key members of staff to complete emotion coaching and pace training.</p> <p>Teaching acting on the advice of SENCO and pastoral members of staff based on the needs to pupils with SEND.</p>	All staff	Ongoing	<p>Pupils with additional needs demonstrate confidence and are fully taking part in all their lessons, based on learning walks and pupil voice.</p> <p>Pupils with additional needs are confident to ask for help when needed as per pupil voice questionnaires.</p>

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Social and emotional language development.	<p>SEMH programmes have been embedded by progress coaches to support children identified (pre-covid).</p> <p>Children struggling with their mental health during spring term have been identified by social worker and family engagement officer – 6-week SEMH intervention to take place after February half term. Pupils have access to the school counselling service.</p> <p>Children with ASD to work with STS, focusing on developing strategies to help them to manage their anxiety.</p>	<p>Pupils have opportunities to develop strategies to support their emotional and social language needs throughout the school day.</p> <p>Breakfast break and lunch time clubs to be embedded (post COVID).</p>	PSHCE curriculum is developed to incorporate social and emotional learning language development strategies.	PSHCE coordinator	By September 2021	<p>95% of pupils display emotional and social resilience in challenging circumstances as per pupil voice and teacher observations.</p> <p>Pupils can use strategies to minimise behavior incidents. Impact measured through visible reduction in behavior points.</p>
Clear/unambiguous use of language	<p>Staff to participate in whole school ASD training to support their understanding of communication and interaction needs in children, particularly those with ASD.</p> <p>School staff participating in send workshops to understand the needs of the pupils in their classroom and how to scaffold the learning.</p>	<p>Staff to use scaffolded language so that pupils can access learning.</p> <p>Time is provided for pupils to process language (thinking time).</p> <p>Staff to include visual timers on their PowerPoints and Now, Next matrixes to support during a sequence of lessons.</p>	CPD training is arranged.	SENCO/CPD coordinator	Ongoing	<p>Learning walks and classroom observations show teachers adjusting language to suit the needs of all pupils.</p> <p>Pupil voice is gathered to evaluate the impact teaching strategies are having on their learning.</p>

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ICT equipment	<p>TNA have three ICT suites with accessible devises for pupils with additional needs.</p> <p>All pupils with SEND and the most vulnerable pupils have access to a laptop.</p> <p>Vast majority of classroom at TNA have new smart boards which meet the needs of pupils with sensory difficulty.</p>	<p>Ensure ICT access is appropriate for pupils with disabilities.</p> <p>To ensure that all pupils including those with additional needs have access to relevant IT equipment.</p>	<p>Review accessibility of ICT in all buildings (including surface tablets & interactive whiteboards)</p> <p>Involve pupils in review of hard & software.</p> <p>Prioritise new software to purchase to support pupils with additional needs.</p> <p>Train Progress Coaches in the use of Communication in Print.</p>	ICT Coordinator and SENCO	September 2021	Pupils with additional needs have access to an ICT room and IT equipment.

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Learning environments	<p>Dark dens are in year 7 and year 8 bubbles to support pupils with sensory difficulties.</p> <p>Each year group bubble has its own SEND room to support pupils with SEND needs which provide a safe space.</p> <p>Minimal wall displays to support ASD pupils with sensory needs.</p> <p>Classrooms are laid out forward facing to allow minimum distractions during learning.</p>	<p>To create effective learning environments for all pupils including those with additional needs.</p> <p>To utilise pupil feedback to improve learning environment access.</p> <p>To create visually supported learning environments in line with pupils needs.</p> <p>To create reasonable adjustments to alleviate visual stress for pupils with additional needs.</p>	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p> <p>Disability information is shared with staff through the weekly newsletter.</p> <p>Seek feedback from disability groups using the facilities to inform changes.</p> <p>Seek feedback from outside agencies such as IDS, primary school Teaching Assistants and Local Authority.</p>	<p>All staff Teaching & Learning</p> <p>Focus Group and SENDCO</p>	<p>September 2021/ Ongoing</p>	<p>Pupil voice shows that pupils with additional needs feel that the learning environment is accessible and inclusive.</p>

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Participation in school activities	<p>Due to the current situation and the global pandemic all extracurricular have been on hold.</p> <p>Currently we are planning additional extra curriculum activities for pupils with SEND.</p>	<p>To support pupils with additional needs to access all extracurricular activities through identified support.</p> <p>Lunch time clubs for pupils with SEND will have a lunch time club launch on the 22nd of March 2021.</p>	<p>Audit participation in extra-curricular activities and identify any barriers.</p> <p>Ensure school activities are accessible to all students.</p> <p>Link with local special school (Oakwood) e.g. Boccia, football. Training needed on risk assessments for trips and extracurricular activities.</p> <p>Risk assessment conducted for extracurricular activities to ensure the offer is inclusive for pupils with additional needs.</p>	<p>Principal to agree budget for additional resources to support pupils needs as needed</p> <p>Extracurricular coordinator /SENCO</p>	Summer 2021	The number of pupils participating with additional needs accessing extracurricular activities has increased.

<p>Curriculum</p>	<p>All lessons include the three main strategies of the school from the SEND team including:</p> <ol style="list-style-type: none"> 1. Chunking 2. Modelling the thinking. 3. Scaffolding <p>Best practice is shared with the teachers on a weekly basis alongside a SEND champion teacher of the week.</p>	<p>To maximise learning through a five-year knowledge rich curriculum that build on knowledge year on year.</p> <p>All staff have a teaching and learning folder which contains all pupil passports and crib sheet for SEND students in the classroom.</p> <p>Provision mapping tools to support SEND pupils teacher communication with SENCO.</p> <p>To promote positive attitudes to disability through learning opportunities, Scaffolded Curriculum, pertinent to pupils' level of attainment or development –through presentation and /or outcome</p> <p>To ensure that students can present knowledge / views in a variety of ways from the taught knowledge rich curriculum</p> <p>To provide accessibility to personalised learning aids such as word banks, number lines, memory prompt, etc.</p> <p>To ensure collaborative working opportunities to improve curriculum access for pupils.</p> <p>To encourage teachers to use repetition and reinforcement of skills to improve progress for pupils with additional needs.</p> <p>Teacher adapt a range of learning preferences to support pupils with additional needs in teaching and learning in the classroom.</p>	<p>SENCO to work in collaboration with teaching and learning lead in supporting scaffolding the Knowledge rich curriculum to ensure accessibility for pupils with additional needs.</p> <p>SENCO to deliver training on teaching and learning best practice.</p> <p>SENCO/Progress Coach to share pupil passports so that all staff are aware of the needs of pupils in their class.</p> <p>SENCO to join and support working groups to ensure that pupils with additional needs are represented in discussion</p>	<p>SENCO/Teaching and Learning lead/Focus groups</p>	<p>Ongoing</p>	<p>The curriculum offer for pupils with additional needs shows that the curriculum offer has not been narrowed and is considered broad and balanced when reviewed by SLT/TMAT.</p>
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Reading	<p>NMM (literacy programme) to support pupils with additional needs.</p> <p>DI is a trust wide strategy to support pupils with lower reading ages and writing support.</p>	<p>To ensure that reading material is at an appropriate level so all pupils can access the material teachers scaffolding where necessary.</p> <p>SENCO will work with trust lead SENCO to develop a reading strategy for all four academies.</p>	<p>SENCO to work in collaboration with teaching and learning lead in supporting scaffolding reading material to ensure accessibility for pupils with additional needs.</p>	<p>SENCO/Teaching and Learning lead/Reading Lead</p>	<p>Ongoing</p>	<p>Lesson observations and lesson drop-ins show that curriculum implementation at a classroom level allows pupils with additional needs to access the lesson and resources when reviewed by SENCO/HODS/SLT/TMAT.</p>
Assessment	<p>Scaffolding is provided where necessary for assessments by the class teacher.</p> <p>Access Arrangements support in class assessments through use of IT, extra time and readers.</p>	<p>To ensure that learning concepts are understood and demonstrated in formative assessment.</p> <p>To ensure that pupils are aware of the next steps in learning and how to achieve them through constructive feedback from teacher.</p> <p>Teachers to generate methods to summarise and highlight key teaching points to support pupil progress.</p> <p>Teachers to use questions differentiated in accordance to level of understanding and emotional needs to support teaching and learning in the classroom to enable progress.</p>	<p>SENCO to work in collaboration with assessment lead to evaluate teaching to support staff in meeting the needs of pupils with additional needs.</p> <p>Teachers are supported with CPD training from SENCO to meet the learning needs identified from assessments</p>	<p>SENCO/Teaching and Learning lead</p>	<p>Ongoing</p>	<p>Pupils with additional needs marked work and verbal feedback allows them to move forward with their learning so that 80% (?) of pupils with additional needs make progress in line with their peers.</p>

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Classroom management.	<p>SEMH is supported through resiliency plans with SEND students.</p> <p>SEMH is supported through the school counsellor and PSHE coordinator.</p> <p>Emotion coaching has been provided to support staff strategies.</p> <p>SEND champion does informal drop ins to provide live coaching.</p>	<p>To provide pupils with adult directed time out and time away strategies to regulate and calm themselves.</p> <p>Teacher will use strategies to recognise sensory needs and make appropriate adjustments for pupils with additional needs</p> <p>School staff will use consistent positive language to improve and encourage pupils to follow the school behavior policy through self-regulation to decrease number of negative behavior logs.</p>	<p>Pupils passport are shared to reflect need of pupils with SEMH.</p> <p>SENCO/CPD deliver training in supporting pupils with SEMH needs.</p> <p>School behavior policy reflects the strategies that are recommended as good practice.</p>	SENCO/Progress Coaches	Ongoing	<p>Pupils with SEMH have a reduction in incidents as they can regulate and calm themselves.</p> <p>Pupil voice shows that pupils can express their concerns to adults in the school.</p>
Pastoral	<p>Additional member of the pastoral team has been assigned to support children with send and EHCPs with their behavior throughout the school day.</p> <p>Pastoral member of staff for send to support with internal, restorative justice for those with send to avoid/minimise risk of exclusion.</p>	<p>Teachers and support staff deploy strategies to motivate a range of learners to improve pupil progress as per recommendation from the SENCO.</p> <p>Pastoral staff will use class and school mediation strategies to enable pupils to self-regulate so that pupils have decrease number of lesson removals as per recommendation from the SENCO. Class teachers to know the needs of all learners in their classroom to successful implement wave 1 intervention.</p> <p>Pastoral staff are involved in the creation of behavior management plans and positive handling plans in collaboration with the SENCO to support those children who struggle with additional behavior needs.</p>	SENCO to liaise with external agencies to train pastoral members of staff in emotion coaching techniques to provide them with tools to successfully defuse and minimise escalation in behavior.	SENCO/All Staff	Ongoing	Whole school data shows a decrease in the number of negative logs for pupils with SEMH.

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Communication	<p>SEND coffee mornings for all parents of pupils of SEND.</p> <p>SENCO parent appointment for all SEND pupils on parents evening.</p> <p>All SEND students have regular check ins and home school communication from the SEND team. (Open lines of communication)</p> <p>Transparency is shared throughout with parents to show work with external agencies and pupil passports</p>	<p>School staff use positive regular communication with parents/carers to improve relationship in supporting pupils with additional needs.</p> <p>The school utilise a consistent approach to the use of positive language to encourage positive behavior and relationships to support pupil progress.</p>	<p>SENCO to develop strategies of positive language and share with whole school staff.</p> <p>School policy reflect the use of positive language.</p> <p>SENCO to contribute to school policy to reflect needs of pupils with additional needs.</p>	SENCO/All Staff	Ongoing	<p>Parent voice for pupils with additional SEMH needs shows a positive attitude to their child's education and towards the support systems in school.</p> <p>Pupil voice for pupils with additional SEMH needs shows a positive attitude to school in supporting their SEMH needs.</p> <p>Whole school data shows a decrease in the number of negative logs for pupils with SEMH.</p>

Nuneaton Academy Accessibility Plan

AREA- Access for Pupils with Social, Emotional and Mental Health needs	CURRENT GOOD PRACTICE Include established practice and practice under development	<i>OBJECTIVES short, medium- and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Whole School strategies	<p>That all staff have training so that they are all teachers of SEND pupils.</p> <p>SENCO has lunch time drop in for staff who need additional support.</p> <p>Tailored CPD training for staff to support pupils identified with additional needs.</p>	<p>The school has an identified personalised rewards and sanctions –including motivators for pupils with SEMH to support personal behavior and progress for pupils with additional SEMH needs.</p> <p>The school develop a clear policy of consistent use of positive language to improve pupil confidence.</p> <p>Solution focused approaches are used to improve progress for pupils with additional SEMH strategies.</p>	<p>School staff develop a range of opportunities to support social and emotional development which is shared with all school staff.</p> <p>The school develop a clear and behaviour policy which is shared with all staff.</p> <p>A whole school strategy is shared and incorporated by all staff to improve communication with all pupils.</p> <p>A whole school approach is developed for emotional literacy and shared with all staff.</p>	SENCO/All Staff/Focus groups	Ongoing	<p>Pupil voice for pupils with additional SEMH needs shows a positive attitude to school in supporting their SEMH needs.</p> <p>Whole school data shows a decrease in the number of negative logs for pupils with SEMH.</p>