

Action Plan- September 2023-24

Aim	Current good practice	Actions to be taken	Person Responsible	Date to complete Actions by	Success Criteria
Access to Learning All learners receive their entitlement to a broad, balanced and relevant curriculum. Increase the access to learning for those with a disability.	Queensbridge offers a curriculum for all pupils and a specialised curriculum where necessary, particularly for our children who access our resource provision. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with a disability. When necessary suitable/adapted transport is used, to prevent exclusion from off site visits. Curriculum progress is tracked, including for those with a disability. Observations - by SLT/Subject Leads. Termly Pupil Progress Meetings. The curriculum is reviewed to ensure it meets everyone's needs and serves the school current context.	Develop working triads across key stages and subjects. Engagement of all class teachers so that all children who access our resource provision are taught, at times, within the same context as their year group peers. To further refine assessment systems. To ensure new staff are familiar with current systems and processes and that they are well supported by the SENDco and SLT. Support from SENDco to ensure that staff feel confident to adapt the curriculum effectively to ensure progress for all pupils from their starting points. To ensure that pupil voice is an integral part of the review of EHCPs.	SLT Subject Leaders SENDco	Reviewed through SDP and the schools monitoring cycle.	Pupils make at least expected progress on their individual targets as identified on either their EHCP or provision map.

	Targets are set for pupils with disabilities via an additional provision plan. Curriculum progress is tracked for all pupils including those with disabilities.				
Access to Achievements To recognise, celebrate and record learners' achievements, progress and successes in order to encourage a positive self-image.	Queensbridge celebrates all pupils achievements and progress with both pupils, parents and wider school community. Celebration Assembly every Friday Proud Wednesday Class Dojo Praise for participating in sporting events Medals, stickers, certificates and prizes Attendance (including most improved)	Review the reporting to parents of pupils with EHCP. Progress towards outcomes and achievements in the four areas of: • Cognition and Learning, • Communication and Interaction, • Physical and Sensory • Social and Emotional The above needs to be particularly considered when reporting to families formerly, such as the end of year reports.	Spring 2024	Review and agreed formal report systems.	Families of children with SEN/D will receive a bespoke end of year report which is fit for purpose and highlights many positives and celebrations. All pupils with disabilities feel successful and valued. Parents/ carers of pupils with SEND are confident that their child's attainment and achievements are recognised, acknowledged

					and valued.
Access to the Environment Improve and maintain access to the physical environment	Large corridors throughout the building Light room Own kitchen within resource provision, alongside use of staffroom. Larger door to access resource provision Double doors from resource provision leading onto the main hall	To expand the current resource provision in conjunction with the local authority and to ensure that the new build is fit for purpose – this includes a paved area outside to make the rest of school more accessible. Access to Forest School and new pond area.	SLT/Forest school Lead Local Authority		Pupils with disabilities are able to access the Forest School, fire pit and pond area. There will be a newly developed resourced provision for children with PMLD/SLD
Access for Families To ensure that learners and parents are fully involved at every stage in the provision made by the school.	Parents meet with school termly for a child with an additional provision plan. Parents receive termly reports. A team around the child meeting is held in school prior to children starting school. School have a very strong working partnership with outside agencies. Where parents sign post medical needs school the school medical needs policy is followed and where necessary relevant procedures are followed.	Ensure all parents are offered opportunities to be involved. Work with appropriate agencies to fully support inclusion in all aspects of school life. Support for the SENDco (new to resource provision) to undertake relevant medical training.	SLT SENDco Class Teachers Outside agencies	Review termly	All parents are satisfied that their child's needs are fully met. Parents / carers feel informed and confident to express views and attend meetings. Parent survey is positive about pupil outcomes and their involvement.

Access to Information To improve the access and delivery of information to those with disadvantage that would normally be provided in writing to other members of the school community.	All support staff have where possible been trained in 'Signalong' to support communication. Schools welcome pack has been developed to support those unable to read English. Where appropriate school provide newsletters in home languages. School will, when possible try to use interpreters. Pastoral staff will read information to parents in a sensitive manner when required. School uses ClassDojo which can be translated in 36 different languages.	New staff are briefed in Signalong and given the opportunity to become proficient. To develop the range of languages the welcome pack is available in. To explore the use of technology to disseminate information.	SLT SENDco	Summer 2024	Information is more readily available for parents / carers for whom English is not their primary language.
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