



Richmond Hill Primary Academy

Accessibility Plan

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Richmond Hill Primary Academy

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 Academies and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation an Academy must not discriminate against a Pupil because of something that is a consequence of their disability.

It is unlawful for an Academy to treat a disabled Pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a Academy could justify indirect discrimination against a disabled Pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a Pupil is disabled but rather it is the effect on the Pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled Pupils:

- When something we do places a disabled Pupil at a substantial disadvantage to other Pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled Pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the Pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other Pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled Pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the Academy.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on Academies and Local Authorities are the same as the duties in the previous DDA. Academies are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled Pupils, and how they will improve the availability of accessible information to disabled Pupils. The LA is required to have an Access Strategy.

At Richmond Hill Primary Academy, we have a commitment to equal opportunities for all members of the Academy community and our Accessibility Plan outlines our intention to remove barriers for disabled Pupils and to:

- increase the extent to which disabled Pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider Academy curriculum;
- improve the physical environment of Academy to enable disabled Pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled Pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the Academy to enable any disabled person (Pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the Academy will address the priorities identified in the plan.

Compliance with the disability duty under the Equality Act is consistent with the Academy's aims and Single Equality Scheme, and the operation of the Academy's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the Academy, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the Academy are such that, whatever the abilities and needs of members of the Academy community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the Academy community for Pupils, and prospective Pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all Pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all Pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual Pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a Pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of Pupils.

6. CONTEXTUAL INFORMATION

Richmond Hill Primary Academy is a voluntary converter Academy. It is a mainstream Academy serving children from the age of 3 to 11.

Our Academy is two form entry with three forms in Year 6. From Reception core subjects are set in mixed ability groupings. It is our primary aim that every member of the Academy community feels valued and respected, and that each person is treated fairly and well. The presence of children with either a disability or special educational needs is warmly welcomed by all academy staff and Governors. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times. Richmond Hill Primary Academy is an inclusive Academy which accommodates all kinds of special educational needs and disabilities. These are classified according to 4 main categories as referred to in the reforms to the SEN Code of Practice (Sept 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

These four broad categories give an overview of the range of needs that the academy plans for with good outcomes achieved for these children. Support and provision is directly led by the planned outcomes for the child and the progress the child makes towards these. The person centred planned outcomes therefore are the primary focus of the academy.

7. DEVELOPMENT

7.1 The Purpose and Direction of the Academy's Plan: Vision and Values

Our size allows us to know each Pupil as an individual yet still provide big Academy success and huge opportunities. We aim to provide a caring, but challenging environment that pushes Pupils to achieve the very best academic outcomes. Staff and Pupils agreed on the following vision which runs at the core of everything we do.

Our vision is to create an Academy community in which you will be supported to:

- Collaborate
- Aspire
- Resilience
- Endeavour

To this end, our Academy:

- has high ambitions for all Pupils, including those with disabilities and expects them to participate and achieve in every aspect of Academy life;
- is committed to identifying and then removing barriers to disabled Pupils in all aspects of Academy life;
- values the individual and the contribution they make to all aspects of Academy life;
- will strive to ensure that its disabled Pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the Academy;
- is committed to embracing equal opportunities for all members of the Academy community.

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled Pupils can participate in the Academy curriculum

We plan for continuing improvement of access to the curriculum for Pupils with a disability by:

- Expanding and tailoring the curriculum as necessary to ensure that Pupils with a disability are as, equally, prepared for life as are the able-bodied Pupils. This covers teaching and learning and the wider curriculum of the Academy such as participation in after-Academy clubs, leisure and cultural activities or off-site visits.
- Providing of specialist aids and equipment, which may assist these Pupils in accessing the curriculum.

- Continuing to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The Academy governors will support the Principal and Academy staff in:

- Considering whole-Academy ways of increasing participation in activities such as after-Academy clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include Pupil groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all Pupils achieved increased levels of Academy success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- identifying Pupil peer support mechanisms and the ways that the Academy has ensured Pupils have a voice in decisions that affect them;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;

The Academy SENDCO, in addition to working with the governors, Principal and Academy staff will:

- access or arrange appropriate training for staff as required by staff and Pupils (identified through audit, advice from professional colleagues in other services, parents/carers and young people) in order to better understand the needs of Pupils with a range of disabilities
- be responsible for the dissemination of this knowledge to all staff.
- have their contribution to staff training evaluated, and where necessary improved, through the appraisal process.
- identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- consider the Academy response to Pupils through the application of the SEND Code of Practice has improved Pupil attainment and how effective communication regarding specific Pupil needs has been achieved and is monitored;
- consider how liaison, increased communication and relationships with external agencies has supported and enhanced Pupils' access to the curriculum and how this is monitored and improvements targeted;
- take action to ensure that disabled members of the Academy community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- enhance the positive culture and ethos of the Academy by undertaking quality marks or other additional intervention to improve the Academies ability to include those with disabilities.

8.2 Improving the physical environment of the Academy to increase the extent to which disabled Pupils can take advantage of education and associated services

Whilst good progress has been made in previous years with the accessibility of the buildings at Richmond Hill Primary Academy we are aware that some areas of our Academy are not yet as accessible for Pupils and visitors with disabilities as they could be. Therefore we propose that in consultation with the LA (where necessary and appropriate) we investigate continuous improvements to the site, to ensure we meet the planning duty required of all Academies. These improvements may include, but are not limited to:

- improved access such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.
- Aids to physical access including ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.
- Auditing signage around the Academy to ensure that is accessible to all.
- acoustic treatment
- colour schemes

In addition, we commit to ensuring that physical aids to access education can be sourced in a timely manner to meet the individual needs of our Pupils as specified by the SEND framework. These physical aids may include items such as:

- ICT equipment
- enlarged computer screens and keyboards, concept key boards
- switches
- specialist desks and chairs
- portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Also,

- Auditing the Academy library to ensure the availability of large font and easy read texts will improve access.
- Auditing the use of, and methods of displaying materials around the Academy.
- Raising awareness of font size and page layouts will support Pupils with visual impairments.

We are aware that these adaptations are required regardless of whether the Academy has Pupils or visitors with disabilities and is preparation for a situation when they do.

8.3 Improving the delivery to disabled Pupils of information that is provided in writing for Pupils who are disabled

- We will strive to:
- produce all Academy literature at the correct font size to help visually impaired Pupils;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The Academy plans to improve the delivery of written information to Pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the Academy and Academy events. The information should be made available in various preferred formats within a reasonable time frame. The Academy will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Governors working with the Principal and relevant Academy staff (such as the SENDCO) will decide how this is to be achieved, perhaps by:

- Informing readers that Academy published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at Academy meetings etc.
- Identifying how they have considered the readability of information including that provided by the Academy website and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other Pupil information are selected and provided to meet a diversity of Pupil needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for Pupils/parents who have difficulties in accessing information.

8.4 Financial Planning and Control

The Principal with Senior Management Team, together with the Finance Committee will review the financial implications of the Academy Accessibility Plan as part of the normal budget review process. The objective is that over time Academy Accessibility Plan actions will be integrated into the Academy Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, Pupils and parents.

Signs of successful implementation of the accessibility plan will include:

- completed training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- completed targeted training for particular groups of Pupils/staff;
- collaboration through the provision of information and the sharing of good practice;
- liaison between other local Academies including special Academies; specific support/advice from outside the Academy, from services, other agencies and organisations;
- knowing that the Academy is aware of all support services that provide advice to Academies and staff.

9.2 Monitoring

We recognise that monitoring is essential to ensure that Pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- changes in physical accessibility of Academy buildings;
- questionnaires, responses from stakeholders e.g. parents, Pupils and staff, indicate increased confidence in the Academy's ability to promote access to educational opportunities for Pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for Pupils with additional needs;
- evidence that increased numbers of Pupils with disabilities are actively participating in all areas of the Academy;
- evidence that fewer Pupils are being excluded from Academy opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for Pupils with disabilities;
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

9.3 The role of the LA in increasing accessibility

Governors may wish to consider the impact the LA has had upon supporting the Academy to achieve successful implementation of their accessibility plan (where relevant). This may include identifying how the LA has:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in Academy to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream Academies to share expertise and Pupil placement;
- ensured that Academies are aware of support services that provide advice to Academies and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all Pupils;
- linked building adaptations to refurbishment and capital building works;
- informing Academies how information can be provided in a number of different formats.

9.4 Accessing the Academy's Plan

Pupils, parents and carers will be signposted to the accessibility plan.

This will be done through:

- presentation in a section on the Academy website open to all visitors to the site;

We will ensure that the plan is available in different formats where requested. These formats may include large print, braille or simplified text for those Pupils and parents/carers who have difficulty reading.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy, Local Offer Response & Information Report
- Off-Site Visits Procedures
- Whole Academy Behaviour Policy & procedures
- Academy Development Plan
- Asset Management Plan
- Complaints Procedures

Richmond Hill Primary Academy

Accessibility Plan 2019 – 2021

IMPROVING ACCESS TO THE Physical Environment

An Asset Management Plan/Access Audit was carried out by **[Insert Name/Organisation]** on **[Date]** and a number of recommendations made.

AMP or AA Report Ref. (if relevant)	item	Activity	Timeframe	Who?	Date complete
	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the SSP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment As required Induction and ongoing if required Annually Recruitment process SENCO Principal Individual plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues process Ensure staff aware of Environment Access Standard	As required Induction and ongoing if required Annually Recruitment process	SENCO Principal	

Richmond Hill Primary Academy

Accessibility Plan 2019 – 2021

IMPROVING ACCESS TO THE Physical Environment

An Asset Management Plan/Access Audit was carried out by **[Insert Name/Organisation]** on **[Date]** and a number of recommendations made:

AMP or AA Report Ref. (if relevant)	item	Activity	Timeframe	Who?	Date complete
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities As required Each Sept	As required September 2019 September 2020 September 2021	Principal SENCO Assistant Head Finance Site manager/ SIGMA	
	Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign or Improvements	As required during the time frame of 2019-21	Principal SENCO Assistant Head Finance Site manager/ SIGMA	

Richmond Hill Primary Academy

Accessibility Plan 20XX – 20XX (Insert own 3 year timeframe)

IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date complete
Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	List of relevant contacts available to all staff	Spring term 2021 Ongoing		
Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English	All priority website information available in languages which match the school community and diversity	Spring term 2021 Ongoing		
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Staff confident in producing their own information and formats for teaching/learning/assessments	Summer term 2021 Ongoing		

Richmond Hill Primary Academy

Accessibility Plan 2019 – 2021

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date complete
Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils. Online learning modules to support differentiation CPD maths	High quality differentiation enabling all pupils to participate and achieve	Summer Term 2021 Ongoing		
High quality and consistent interventions	SENCO /Inclusion to audit current interventions and their success/impact on progress. Provision	Pupils with SEND make better than expected progress	Spring Term 2020 Ongoing		
Specialised equipment for children with SEND	All pencil grips, wobble cushions, overlays etc to be checked by teachers of these children. If any faults noted and SENCO to be informed.	Appropriate resources enabling all pupils to participate and achieve and increase own independence	Autumn Term 2020 Ongoing		
Classrooms are organised to promote the participation and independence of all pupils	SLT/SENCO/Inclusion to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	High Quality First teaching enabling all pupils to participate and achieve. Use of visuals – timetables, unambiguous language	Summer Term 2021 Ongoing		
Staff training in the production, implementation and review of Provision	SENCO / Inclusion to deliver staff training to teaching staff.	Quality, accurate individual pupil provision mapping enabling more effective whole school	Summer Term 2021 Ongoing		
Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD,	SLT/SENCO/Inclusion and Specialist TA to deliver training where possible. Identify gaps in knowledge and seek training.	High staff confidence levels, improved QFT and differentiation which meets needs	Summer Term 2021 Ongoing		

