



Special Educational Needs & Disability Accessibility Plan

Date approved	LENT Term 2020	Approved by	St Mary's Catholic Voluntary Academy Local Governing Body
Review cycle	1 year	Signature	<i>Fionuala Boucher</i>
Due for review by		Name	Fionuala Boucher, Executive Headteacher

This policy operates in line with our school mission, Catholic ethos and best safeguarding practice. St Mary's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ACCESS PLAN 1: ACCESS TO THE CURRICULUM

Target	Strategies	Outcome/Success Criteria	Evidence of Outcome/ Completion	Review
To ensure a whole school, consistent, restorative approach.	Review and update behaviour policy in consultation with all stakeholders.	New behaviour policy is published after input by pupils, staff, parents and governors.		June 2019
	Display emotional literacy boards around school.	Pupils have increased vocabulary to talk about time when they require support.		
	Use restorative proforma when discussing behaviour choices with pupils during dinner time out.	Evidence of pupils reflecting more deeply on behaviour choices.		
	Develop a whole school approach to growth mindset.	Pupils show greater resilience and independence in learning and managing relationships.		
	Develop the use of value lines. Train pupil restorative ambassadors.	Classes use value lines to explore different aspects of learning (academic, social).		
To develop a base of resources to support children with ECHPs and on SEND Support.	A small budget for SEND resources to be identified, over and above established budget. Resources to be ordered and stored centrally. Use of these resources to be shared with staff and TAs at staff meetings.	On-going Appropriate SEND resources will be available, well used and replaced on a termly basis to ensure pupils have the best learning experiences possible	September 2018 <ul style="list-style-type: none"> • Ear Defenders • Sloped Writing boards • Sensory packs 	



To undertake further staff training on Attachment and Trauma	Knowledge Change Action to deliver whole school INSET on attachment and trauma.	Staff will have an increased knowledge of attachment and trauma and how it affects pupils' educationally and socially.		February 2019
To undertake further staff training on supporting children's mental health and wellbeing	Implement the 1Decision programme	Monitoring shows all classes have delivered a full programme of 1Decision resources.		July 2019
	Assess effectiveness of One decision Develop mindfulness strategies amongst staff and pupils	Pupil/ staff interview show over 85% of pupils consider the 1Decision programme to be worthwhile.		
	Roll out mindfulness colouring after lunch as trial for effectiveness for settling	There is a decrease in the number of behaviour incidents referred to SLT.		
	Establish Forest School sessions	Over 85% of pupils say that they have enjoyed and learned something valuable about themselves in Forest School		
Establish key principles of outstanding teaching and learning	Review teaching and learning policy	Principles of the teaching and learning policy are evident in all lessons		May 2019
	Update performance management, lesson observation and book scrutiny materials.	Clear monitoring criteria show teaching and learning is at least good with an increasing proportion judged outstanding.		
ACCESS PLAN 2: ACCESS TO THE PHYSICAL ENVIRONMENT				
Review physical access on a yearly basis and when/ if any new needs or situations arise.	The school is currently wheelchair accessible to as many areas as are feasible, given the limitations of the site. We will continue to monitor access around the building – both inside and out on a yearly	School will continue to be as accessible as possible. Staff will adapt routes around the building and the use of specific rooms according to the changing needs of cohorts within the school.	July 2018 – review for entry to Reception Class of SEN with medical needs pupil	Yearly in July, prior to new intakes in September annually

	basis.			
To have a gradual replacement of furniture and tables to ensure that the appropriate size is in all classrooms.	5 year plan to replace old furniture with new. FAB/SM/SY	All chairs and tables in school will be at the correct sitting and working heights – age appropriate.		Yearly in July, prior to new intakes in September annually
	Funds will be allocated as and when required/ available for these measures.	Changes will be made sympathetically for children who are much taller/shorter.		
ACCESS PLAN 3: ACCESS TO INFORMATION				
To improve communication with parents about pupil progress and attainment	Update parent information sheets and end of term reports to show more accurate assessment data.	Parents know more precisely where children are working in relation to age related expectations.		July 2019
	Ensure pupils are informed when pupils are starting an intervention programme.	Letters to parents to indicate the commencement of any intervention programme. Follow up letter, report or discussion with parents at the end of any intervention programme to inform of progress.		