

Appendix (1)

Key objectives	Established practice	Actions	By whom and by when	
<p>➤ Increasing curriculum access for all pupils.</p> <p>School practitioners receive ongoing training in making their curriculum offer accessible to all pupils, and are aware of its importance. Summit Learning Trust will continue to seek and follow the advice of Local Authority services, such as those provided from Birmingham’s Access 2 Education (A2E) and of appropriate health professionals from the local NHS Trusts. It also covers the provision of specialist aids and equipment, which may assist pupils with SEN/D in accessing the curriculum.</p> <p>Accessibility planning and reasonable adjustments also cover; teaching and learning expectations and wider curriculum access including; the participation in after school clubs, leisure and cultural activities, school events and external visits for children / young people with SEN/D.</p>	<ul style="list-style-type: none"> <li>All pupils have access to a broad, balanced and ambitious curriculum. Quality assurance of curriculum access for pupils with SEND is carried out on a regular basis via; learning visits, book looks, curriculum plan scrutiny meetings, with staff provided with feedback individually and / or collectively.</li> <li>Use of Birmingham’s language, literacy and numeracy toolkits are used along with the Summit Learning Trust trackers to record the incremental steps of progress made by pupils working below age related expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and support is available to staff members to ensure pupils with SEND are accessing the curriculum and making progress from their accurately assessed starting point.</li> <li>Leaders to ensure staff (and embed expectations) and refer to the continuum criteria when planning for pupils working significantly below ARE. Staff to use the criteria to set purposeful objectives and accompanying tasks so that pupils can make progress from their individual starting points.</li> </ul>	<p>SENDCo and Leaders</p> <p>SLT SENDCo Trust Academy Improvement Team Teachers (peer to peer) Cross Trust PSS</p>	<p>Ongoing</p> <p>Ongoing and integrated with all monitoring cycles</p>

	<ul style="list-style-type: none"> <li>Liaison with and input from a range of services including Pupil &amp; School Support, Communication &amp; Autism Team, Educational Psychology Service, Speech and Language Therapy, Physical Disability Support Services is sought to assess and support individual needs and provide advice to staff regarding their approaches</li> <li>Both generic and bespoke professional learning opportunities are planned for i.e. precision teaching, scaffolding, SEMH/attachment training, medical updates, principles of instruction</li> <li>Specialist aids / equipment are agreed and sourced through multi-disciplinary consultations and recommendations to improve / further access and participation. Parents / carers and the pupil are also</li> </ul>	<ul style="list-style-type: none"> <li>Leaders to moderate data entries to ensure staff have captured progress with accuracy using books and intervention data to triangulate entries.</li> <li>SENDCo to ensure recommendations made by outside agency specialists to be implemented as guided and regularly reviewed so that evidence in support of the graduated approach can be robustly ascertained. Evidence to be collated in individual pupil files</li> <li>Leaders and SENDCo to ensure CPD is effectively enhancing classroom practice thereby increasing curriculum access for all learners.</li> <li>SENDCo to liaise with specialist support services and class teachers/TAs to monitor the effective use of</li> </ul>	<p>Leaders / Director of Inclusion to</p> <p>SENDCo, Teachers and TAs to implement</p> <p>Leaders and SENDCo</p> <p>Class teachers TAs SENDCo</p>	<p>Ongoing and integrated with all monitoring cycles and during data input cycles</p> <p>Implementation to be reviewed at timely intervals post recommendations</p> <p>Ongoing calendar of professional learning</p> <p>As and when required</p>
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	<p>consulted with at each stage to ensure suitability and appropriateness.</p> <ul style="list-style-type: none"> <li>• All pupils have access to after school clubs, activities, trips and visits.</li> <li>• Challenging behaviour risk assessment forms are carried out and regularly reviewed on an individual basis to ensure pupils with physical / medical / SEMH needs can participate safely and appropriately in a wide range of learning and recreational activities.</li> </ul>	<p>aids/equipment used by individual pupils.</p> <ul style="list-style-type: none"> <li>• Leaders to monitor and ensure extra-curricular offer applies to all pupils</li> <li>• Risk assessment forms to be identified, completed and regularly reviewed for high needs pupils</li> </ul>	<p>Leaders</p> <p>Inclusion Team</p>	<p>Half termly</p> <p>Ongoing</p>
<p>➤ Improving the physical environment so that all pupils and other users can take better advantage of the educational facilities and services available.</p> <p>The school will take into account the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment, colour schemes, equipment, and greater accessible facilities and fittings.</p>	<ul style="list-style-type: none"> <li>• PEEPs are in place for pupils with medical / SEMH / sensory needs</li> <li>• Physical audit carried out: <ul style="list-style-type: none"> <li>○ 27/06/2022</li> <li>○ 20/07/2023</li> </ul> </li> </ul>	<p>PEEPs are reviewed in accordance to level of need.</p> <p>Areas identified within physical audit to be costed, planned for and actioned.</p>	<p>Inclusion team</p> <p>Principal, SENDCo, Estates and Facilities</p>	<p>Reviewed at least termly – sooner if required</p> <p>Each job to be planned for individually in line with maintenance schedules</p>

<p>➤ Improving the availability of accessible information.</p> <p>Improving the quality and delivery of written and auditory information to pupils, staff, parents and visitors with SEN/D. Examples might include enlarged handouts, induction loop systems, picture timetables, voice activated software, Makaton, widget symbols, location of information about the school and school events. The school is aware of and works with a range of services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.</p>	<p>The following channels of communication are used to communicate with parents / carers regarding their child and school events;</p> <ul style="list-style-type: none"> <li>• Open door policy</li> <li>• Individual requests for appointments</li> <li>• Front of house staff - main office is open from 8am until 4pm</li> <li>• Daily meet and greet at the start and end of the school day</li> <li>• Class Dojo – School – Parent/Carer communication and rewards platform, including sharing of successes and celebratory videos (Friday Feeling). Able to be translated into home language.</li> <li>• Newsletters, letters and Curriculum Maps</li> <li>• Reading journals completed by home and school</li> <li>• Celebration events and awards evening</li> <li>• Text messaging service for school updates</li> <li>• Reciprocal telephone contact</li> <li>• Enquiry email address / contact</li> <li>• X (Formally Twitter) page – regularly updated by SLT</li> <li>• Website updates with links to policies. Able to be translated into home language.</li> <li>• Parent / Carer Information Evenings Consultations - face to face meetings with class teachers / key staff</li> <li>• Parent engagement workshops</li> <li>• Termly Progress Report and Annual school report (July)</li> <li>• Parent / Carer views – SEND review meetings</li> </ul>	<p>To continue to review all channels of communication to ensure they are effective, accessible and valued by all stakeholders.</p> <p>Ensure relevant training and support is undertaken to ensure communication channels are accessible by all.</p> <p>To enhance newsletter with a dedicated focus on inclusion</p>	<p>Leaders</p> <p>Leaders</p>	<p>Ongoing</p> <p>Ongoing</p>
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	<ul style="list-style-type: none"> <li>• Duplicated correspondence to families with multiple guardianship / responsibility (available upon request)</li> <li>• Questionnaires / surveys – pupils, parents, staff</li> <li>• Parent governors</li> <li>• Home visits</li> <li>• Interpretation support</li> <li>• Family support worker (through Children’s Trust) advocacy and mediation</li> <li>• Coffee mornings / Inclusion drop in sessions</li> <li>• Signposting and accompanying parents to other services</li> <li>• Parent Pay support</li> <li>• Open morning / transition events (Nursery and Reception induction / secondary transfer)</li> <li>• Stay and play sessions (Nursery / Reception)</li> <li>• Application support for reception and secondary placements</li> <li>• Makaton (EYFS) to accompany verbal language / communication</li> <li>• Online methods to communicate with stakeholders / parents and carers remotely i.e., Teams / Zoom</li> </ul>	<p>Continue to develop inclusion focused drop-in sessions for parents/carers. Seek parent voice on additional topics for support and guidance.</p> <p>Positive Parenting course to be explored via FAYS</p>	<p>Inclusion Team and external agencies</p> <p>Leaders</p>	<p>Ongoing</p> <p>2023 - 2024</p>
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	<p>Staff use the following methods to improve the quality and delivery of information presented to their pupils;</p> <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Widget / pictures / photographs / Clicker</li> <li>• Concrete examples / manipulatives</li> <li>• Modelling (spoken) learning processes, expectations and vocabulary</li> <li>• Examples (pictorial) to illustrate expectations</li> <li>• Scaffolding to support written responses i.e. sentence starters, fill in missing blank, matching tasks, synonyms</li> <li>• Task management boards</li> <li>• Enlarged text</li> <li>• Conducive seating plans / pairings / groups / work stations / outdoor play / sensory room</li> <li>• Laptops / reading pens</li> <li>• Additional adults (TA / Mentor in class support) to modify both written and verbal language</li> <li>• EAL co-ordinator / strategies for EAL and newly arrived pupils</li> <li>• Pupil voice – School Council and Curriculum Ambassadors</li> <li>• Microsoft Teams</li> <li>• Language interventions led and overseen by a Speech and Language Therapist (SALT)</li> <li>• Use of radio aid to support HI pupil / signing (<i>N/A no pupil in school</i>)</li> </ul>	<p>Leaders to monitor and ensure delivery of information is effective and accessible</p> <p>Research into additional software / APPs to continue to aid learning with voice and reading activated functions.</p> <p>Makaton refresher training for staff and parents to be scheduled</p>	<p>SENDCo and Leaders</p> <p>SENDCo, Central IT Team, EdTech Lead and Leaders</p> <p>Director for Inclusion and Director of Professional Learning</p>	<p>Ongoing and integrated with all monitoring cycles</p> <p>Ongoing</p> <p>2023 - 2024</p>
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