



Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		How?	Who?	Resources		
To increase the progress and participation of all identified with additional needs/SEND	Curriculum	Establish a Lead Person in each department to act as a SEN Ambassador/ Advocate	EYA	Time for calendared meetings PSS CPD support	Regular termly meetings of SEN Ambassadors/ Advocates which are calendared and involve sharing good practice/CPD within department areas.	Start September 2017 ongoing until January 2019
	Information					
To improve the progress and participation for students with Cognition & Learning needs	Environment	Explore capacity for homework club for students with C+L	EYA	TA time & availability (Rooming Teacher support	Homework club operating before and after school to support students with decrease in loss of BFLs for C+L students and increase in rewards for completion	By December 2017
	Curriculum	Training for key teaching staff on the Language & Literacy and Maths toolkits	PSS EYA	ICT access Allocated CPD time Teacher support	Completed training for teachers on toolkit and continuum usage for all students with C+L	By October 2017
		Dissemination & implementation of the toolkits	Lead Teachers (SEN Ambassadors) EYA	ITP tracking tool Toolkits Continuums Further CPD time Teacher support	Data and outcomes from Data Captures demonstrate progress of C+L students along with evidence of the toolkits and ITP tracking tool being used across subject areas	On-going and to review by October 2017

Holy Trinity Catholic School Accessibility Plan January 2016- January 2019 (to be reviewed annually) V2 Jan 2017

To improve the progress and participation for students with Social, Emotional and Mental Health needs	Curriculum	To explore whole school training in SEMH for staff development to support students with emotional and mental health needs	EYA and JDA	External support Mental Health/Resilience Pilot Scheme (Frances Dodd)	Increased awareness of staff in dealing with issues relating to SEMH. Data and outcomes from Data Captures demonstrate progress of SEMH students	By Summer 2017
		To explore whole school training for ADHD	EYA (linked ADHD nurse)	Teaching staff support staff CPD timetable and scheduling training	Increased awareness of staff dealing with issues relating to ADHD, increased confidence in working with students with ADHD to make reasonable adjustments.	By December 2017
To improve the progress and participation for students with Communication & Interaction needs	Curriculum	Whole school Level 1 ASD training (revisit from initial training April 2016)	EYA and VHO	Support from CAT team through funding and training CPD timetable and scheduling training	Raising awareness and staff CPD of working with students with ASD	By December 2017
	Environment Information	Explore Level 3 Lead Practitioner ASD training	N Ross (support from EYA)	Support from CAT team through funding and training Staff availability Funding	Raising awareness and staff CPD of working with students with ASD and having LP on site in school	By Summer 2017
To improve the progress and participation for students with Physical and Sensory needs	Curriculum Environment Information	To establish a rolling programme of HI (Hearing Impairment) and VI (Visual Impairment) training and updates for staff CPD	HI team VI team EYA VHO	External training and funding availability CPD time allocation Teaching staff support	Increased awareness of staff in dealing with issues relating to SEMH. Data and outcomes from Data Captures demonstrate progress of SEMH students	By Summer 2017 (HI training booked for Feb 2017)

<p>To further develop a formal system of collecting the views of SEND students</p>	<p>Curriculum Information</p>	<p>To establish a forum to collect the views of SEND students at least annually through the completion of a questionnaire</p>	<p>EYA SOR HoYs</p>	<p>- Questionnaire</p>	<ul style="list-style-type: none"> • SEND students represented on school council • SEND students views are responded to and acted upon as appropriate • SEND students views are represented in the school SEND Information Pack 	<p>By July 2017</p>
<p>To continue with group for parents of SEND students</p>	<p>Curriculum Information</p>	<p>To establish a forum to collect the views of parents of SEND students through semi-regular group meetings (continuing from ASD/ADHD Parental Forum established in March 2016)</p>	<p>EYA SOR</p>	<p>- Questionnaire - Suitable time/location - Refreshments etc</p>	<ul style="list-style-type: none"> • Parents views are responded to and acted upon as appropriate • Parents views are represented in the school SEND Information Pack 	<p>By July 2017</p>

The school is having extensive building work carried out, therefore, the plan will be reviewed January 2022, once all work has been completed.