Planning Duty 1: Curriculum

Barnwell Academy
Learning Together and Having Fun

Aim 1: Increase the extent to which pupils with disabilities can participate in the school curriculum.
To reduce and eliminate barriers and ensure all pupils with disabilities can access the curriculum on an equal basis with their peers.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To liaise with parents and pre-school providers to understand additional needs of children with disabilities into Early Years provision.	• Deliver on entry parent meetings-Nursery and reception. • Arrange and attend pre-school transition visits • Deliver on entry one to one parent meeting • Complete accurate baseline assessment • Deliver parents evening	July annually June/July annually September annually September annually October annually	Headteacher Class teacher Class teacher Class teacher/EYFS Lead Class teacher	Children settle quickly on transition into school. All EYFS staff know and understand additional needs and reasonable adjustments are made.
To develop and maintain positive relationships with parents of pupils in school with disabilities.	• Deliver parents evening • SEN support plan meetings planned and implemented • Deliver parents meeting with SENCO • Class teacher has regular contact with parents	October/February annually Termly September/termly as required As regular as required	Class teacher Class teacher/SENCO SENCO Class teacher	A positive relationship between school and home supports is evident. The child is well supported through a consistent approach.
To establish, develop and maintain close links with outside agencies for pupils with disabilities.	• Review/audit current need • Make early identification of need through observation • Make timely referrals to external agencies. • SENCO liaise with external agencies.	September annually October , February assessments/ use of formative assessment As regular as required Termly	SENCO Class teacher SENCO SENCO	Outside agencies support staff to ensure reasonable adjustments are appropriate and support the child. Staff know and implement a range of teaching strategies and are trained to use any specialised equipment provided.
To ensure the curriculum is fully accessible to all pupils including those with disabilities.	• Deliver Quality First teaching • Plan and implement differentiated activities • Deliver a personalised curriculum where needed • Provide regular intervention based on need • Complete accurate and robust assessment	Daily Daily Daily Weekly October, February, June annually As required	Class teacher Class teacher Class teacher Class teacher Class teacher	Every child can access the school curriculum or a personalised curriculum. Every child makes progress from their starting point.

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	• Source differentiated or specific resources/aids • Audit and review the classroom environment including accessibility • Use provision map to co-ordinate provision • Access appropriate training to support teaching and learning • Plan, do, review EHC plans	Termly Termly As required	Class teacher/SENCO Class teacher Class teacher/SENCO SLT Class teacher/SENCO	
To ensure the wider curriculum, including trips and residential activities are accessible to all pupils including those with disabilities.	• Provide after school clubs that are accessible for all pupils. • Create personalised risk assessments. • Make reasonable adjustments to ensure residential and places to visit are accessible particularly to those pupils with physical disabilities.	Weekly As required As required	SLT HT/SENCO/BM HT/SENCO	Every child has the opportunity to access extended provision including visits and residential activities.

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Aim 2: Improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To maintain access into the main school building for disabled people.	• Disabled access facilities are maintained. • Further access is monitored and planned for where necessary.	On-going maintenance risk assessments	Site supervisor/BM	The site is fully accessible for all pupils.
To improve the physical environment for children with disabilities.	• Complete personalised risk assessments for disabled pupils. • Write and implement personal, evacuation plans for individual pupils. • Use clear, visual resources in classrooms. • Make reasonable adjustments in classroom layouts for wheelchair users and children with other physical disabilities. • Ensure disabled toilet facilities are clean, well maintained and accessible. • Source specialised equipment from outside agencies. • Maintain specialised equipment including a medical bed and hoist (SLA). • Attend relevant training including moving and handling, eating, drinking and swallowing.	September annually September annually Daily Daily Daily As required 6 monthly Annually	SENCO SENCO Class teacher Class teacher Site manager SENCO BM/Site manager SENCO HT/BM	Personalised risk assessments and personal evacuation plans ensure the safety of all disabled pupils. Reasonable adjustments are made and all pupils can access the school environment independently. Facilities are clean and well maintained and all staff know and understand how to support pupils to access the whole school curriculum. All children feel included.
To continuously challenge discrimination.	• Challenge discrimination through taught curriculum lessons including RE, PSHE, PE. • Disseminate behaviour policy to all staff and implement behaviour policy consistently. • Disseminate SMSC policy, SEND policy, SRE Policy, Equality and Diversity Policy to all staff and implement consistently.	Daily Annually/daily Annually/daily		Any views and opinions that support discrimination are extremely rare. The school ethos is one of learning together an all stakeholders uphold the school core values creating an inclusive environment.

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	• Challenge discrimination and record incidents. Analyse data and use information to develop and improve practice. • Attend training including safeguarding and develop school practice. • Embed the school core values and ethos through regular assemblies, teaching and learning and communication with stakeholders.	As required Annually Daily		

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

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Targets	Strategies	Timescale	Responsibility	Success Criteria
To improve access to written information for pupils, parents and visitors.	• Written information is clear, straightforward and concise and jargon free. • Information is presented in a variety of ways to increase access: newsletters, website, text messages, and social media, displayed in school window. • Admin and teaching staff know individuals well and are aware who may need information explaining directly. • Copies of information available from office staff on request.	Daily As required Daily Daily	HT HT Admin/class teacher Admin/class teacher	All stakeholders can access all written information.
To improve flexibility of communication between home and school.	• Office/admin staff available 8-4:30pm. • Website message service available 24 hrs. • Online school payment service available 24 hrs. • Open door policy with Headteacher and teaching staff availability daily. • Pro-active approach to share information with parents regarding reasonable adjustments, support, SEN information and EHC process.	Daily Daily Daily Daily Daily	Admin HT Admin HT	Communication between home and school is flexible and supportive.