

Hartshill School

Accessibility Plan

The following audit was under taken By Scott Doughty and Baljinder Morrison on 17/12/2020 It should also be noted the academy has a good clear plan available on site that was shared with us by the BM prior to the audit, this lists the measure they consider and take in to consideration on this subject this document should be read in conjunction with this action plan.

The below is a list of the issues highlighted with toilets at HHS

We have the following disabled toilets on site:

- Gym toilets, main block (alarmed)
- Cubicle in c block boys toilet ground floor (no alarm)
- Cubicle in f wing girls toilets ground floor (no alarm)
- G block ground floor (alarmed)
- R block ground floor (no alarm)

There are no disabled toilets in sports hall and none on any upper floors across site. Access to r block, g block and gym are easier. The f wing and c block toilets are cubicles within toilets and the main toilet doors are not very wide for access.

AREA	CURRENT GOOD PRACTICE Include established practice and practice under development	OBJECTIVES State short, medium- and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment of each school is adapted to the needs of pupils as required. This includes but not limited to: <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Internal signage • When carrying out refits of room ensure consideration is give as required 					

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Car Park and Roadways	Good signage. Large carpark plenty of low curbs ramp access. Disabled bays marked out for scout centre entry system controls at a good height	To improve marking for access for all to include drop off bay for school transport if required and Disable parking bay near school main doors	Remarking of small areas of car park y2/y3	Capital budget parking Bays Part of the plans for new DfE campus build	Summer 2022/3	Clear marked facility
Sports hall	The sports hall is not accessible currently and would need works doing to it for future use	This needs to be improved, consideration around the potential new build at HHS need to be taken into account	DDA requirements should be planned in ramps sign age new doors powered ramped access toilets and changing facilities need to be improved. Egress from the hall needs to be improved	Capital plans subject to approval	Consideration ASAP	Fully accessible facility for all users and community use
Main block	Low threshold doors through out Accessible Lift to all floors is available	A review is needed for recommended changes.	Clearly marked level changes The distribution of quality of accessible toilets need to be reviewed	Site / Capital	Summer 2021/22	To maintain a good level of accessibility
G&H Block	Low entrance ways all round Good signage Clearly marked level changes / stair nosing's wide corridors powered doors ramped access to rear of building	Keep these standards this is a good standard that should be maintained	Ensure maintenance is appropriate to usage of area	Site team	Ongoing	Fully accessible facility

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R Block	Low level access all throughout building. Accessible toilets. Good clear signage. Wide open corridor spaces.	Maintain standards.	Ensure maintenance is appropriate to usage of area. ramps may need to be applied at the entrance	Site / capital if any works to be undertaken	Ongoing	Fully accessible facility
C Block	Design classrooms are accessible	Improve the access for pupils under the curriculum	Ensure that the new build has an accessible cookery room.	Site / Capital	Ongoing	Fully accessible facility
Drama Block	Low entrance ways all round Good signage	Maintain good standards	Any stair coverings to have a yellow nose.	Site/ Capital	2022/23	Fully accessible facility
Dining halls	Wide doorways Canteen facilities accessible to all pupils.	Maintain standard	Ensure maintenance is appropriate to usage of area yellow markings to be maintained throughout the area	Site team	Ongoing	Fully accessible facility
External doors	Wide access doors	Improve these areas by y1 demarcation is needed on all stepped doorways and steps external to buildings	Ramps would need to be give consideration if needed, yellow demarcation line in place for change of heights	Site team	Ongoing	Fully accessible facility

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Internal stairs		These needs improving	At next refit improve, some have a concrete finish need marking with a none-slip tape	Capital / site	2021/ 2022	Fully accessible facility for pupils
Corridors to classrooms	Wide clear marked corridors throughout	Maintain standard	Paint to highlight the risk of protruding corridor items as some corridors are narrow	Site/ capital	No practicable solution due to design of building	Fully accessible facility for all users
Library	Low threshold clear signage Library shelving all at low level Lift available to 1 st floor then along corridor to library	Maintain standard	Maintain standard	Capital / Academy See curriculum	Site to monitor monthly	Fully accessible facility for all users
Floor coverings	None- slip is installed in toilets and appropriate area's	Ensure all refits are suitable for area's needs colored stair nosing etc. are covered in specification briefs	Ensure correct floor covering is selected appropriate for area	Capital	Ongoing	Safe accessible areas
Visitors/ Pupil / Staff Toilets	There are some accessible toilets across the site See list below for these	Maintain good quality facilities	Ensure the refit accounts for accessibility needs alarms and retro fits of toilets would be needed to bring up to an acceptable standard	Capital if budget allows in line with Condition surveys priority	Yr. 2 2022	Good quality facilities for all

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Grounds access main tarmac areas	Ramps slopes and flat access to the whole ground is all around	Maintain / improve access as medium term targets	Keep yellow marking clear and up to date Curb edges should be painted around the edge of the bike shed area	Site / capital	Yr. 3 2023	Well maintained facility
Reception area	Low level call point buttons for access Ramped access to reception Good lighting levels clear signage	Maintain / improve as required	Think about external matting as a hazard if we have visitors in a wheelchair mat need to be moved	Site / capital if required for alterations	Maintain	Well maintained facility with full accessibility

Accessibility Plan Curriculum

AREA- Access for Pupils with communication and interaction needs	CURRENT GOOD PRACTICE Include established practice and practice under development	<i>OBJECTIVES short, medium- and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
ASD	Our school offers a differentiated curriculum for all pupils. All learning support staff are trained in supporting children with communication and interaction difficulties. Children with identified communication and interaction difficulties have access to a keyworker/check in.	Short-term: to identify training needs of whole school staff. Medium-term: to deliver Tier 1 training to school staff. Long-term: all school staff including support staff are Tier 1 ASD trained (including new staff). Some staff to be trained in Tier 2 ASD.	SENCO to organise training with the ASD service provider SENCO completes an audit to ensure that all staff are trained in Tier 1 and some in Tier 2 ASD.	SENCO/CPD coordinator	SEPTEMBER 2021	All staff have a Tier 1 qualification to support pupils with ASD to make educational progress in line with their peers. Identified staff to have a Tier 2 qualification to support pupils with ASD to make educational progress in line with their peers. New staff receive the training as part of their CPD so that pupils' needs can be met in and out of the classroom.

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External agencies	<p>Our school has a graduated response to supporting children using external agencies.</p> <p>Our school has a waiting list for the Educational psychologist Service and other outside agencies that is based on priority of needs.</p> <p>Reviews from outside agencies and regular communication with parents is pivotal.</p>	<p>SENCO is aware of the needs of the pupils and makes referrals when needed to external agency to meet the needs of pupils with additional needs</p> <p>Arrangements are in place so that pupils can access external support to meet their emerging needs.</p> <p>Pupils with additional needs receive support so that they can fully access the curriculum and extracurricular activities.</p>	SENCO to make referral to relevant external agency.	SENCO	Ongoing	<p>Forecast data shows pupils with additional needs have the support needed to make expected progress in line with their peers.</p> <p>Timetables for pupils with additional needs show that the curriculum offer has not been narrowed and is considered broad and balanced when reviewed by SLT/TMAT.</p>

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Timetables	Our school offers visual timetables and check lists for children who need a structured routine. Or school offers bespoke programs alongside the curriculum to support children with communication and interaction difficulties, such as ASD toolkit.	By using visual timetables pupils can support their own learning and develop independence. Pupils upskill their organisational skills to develop independence for post-16 education.	Identified pupils have a visual timetable which is laminated. Progress coach/SENCO will go through the timetable to ensure that the pupils know the different symbols and where the classroom is situated. Any changes will be fully communicated with the pupil.	Learning support team/SENCO	Ongoing	Pupils with additional needs know which lessons they have and develop independence skills.

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Communication	Our school offers a CPD sessions for all staff to support them in supporting children with additional needs. Bespoke interventions are available for children with communication and interaction needs.	<p>To deliver training on good practice strategies for all staff so that teachers understand the different methods to motivate a range of learners.</p> <p>Teacher access and employ methods of communication appropriate to pupils' need to support progress.</p> <p>Long-term: Approaches are used to develop emotional literacy to support pupils progress in and out of the classroom.</p>	SENCO to deliver relevant training/CPD	SENCO/CPD coordinator	September 2021(change as appropriate)	All teachers are equipped with the skills to plan and deliver lessons that ensure all pupils with additional needs can make appropriate progress in line with their peers.

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Sensory	Our school offers a range of sensory programs to support children with any sensory need identified. Our school has access to range of different fidget objects/ sensory toys to support children with sensory needs. Our school has access to sensory tents and dark rooms for children with complex sensory needs.	To ensure that the learning environment is suitable to meet the pupil's sensory needs. To make the appropriates changes to limit sensory issues.	SENCO to delivers relevant training/CPD. SENCO to share pupil passport with teaching staff for pupils with additional needs.	SENCO	Ongoing	Pupils with sensory needs make appropriate progress in-line with their peers.

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Consistent use of positive language	<p>Our Pupil Progress Team are trained in use of Emotional Coaching language.</p> <p>Our staff use positive language throughout all interactions in order to build sustainable relationships that are built on trust.</p>	<p>To build pupils' self-confidence.</p> <p>Pupils develop the confidence to contribute in lessons so that teachers can check learning.</p> <p>All staff use positive language, including support staff.</p>	Teachers use positive language with all pupils to create a positive learning environment for all.	All staff	Ongoing	<p>Pupils with additional needs demonstrate confidence and are fully taking part in all their lessons.</p> <p>Pupils with additional needs are confident to ask for help when needed.</p>
Social and emotional language development.	Our school uses a therapeutic approach to supporting children with social, emotional and mental health difficulties. Using interventions such as, art therapy, therapeutic stories, nurture etc.	Pupils have opportunities to develop strategies to support their emotional and social language needs.	PSHCE curriculum is developed to incorporate social and emotional learning language development strategies.	PSHCE coordinator	By September 2021	<p>Pupils display emotional and social resilience in challenging circumstances.</p> <p>95% of pupils can use strategies to minimise behaviour incidents.</p>

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Clear/unambiguous use of language	Our staff use clear and consistent, child friendly language with all children. Children are given additional thinking time when asked a question in order from them to process language and questioning.	Staff to use scaffolded language so that pupils can access learning. Time is provided for pupils to process language (thinking time).	CPD training is arranged.	SENCO/CPD coordinator	Ongoing	Learning walks and classroom observations show teachers adjusting language to suit the needs of all pupils.

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ICT equipment	<p>Any pupil who is identified as having an additional need that may require the use of ICT is provided with a laptop during lessons.</p> <p>Access arrangements are put in place for those children to use the use of ICT throughout examinations, if this is the usual way of working or if they have a need that has been identified that warrants additional support in the form of a laptop.</p>	<p>Ensure ICT access is appropriate for pupils with disabilities.</p> <p>To ensure that all pupils including those with additional needs have access to relevant IT equipment.</p>	<p>Review accessibility of ICT in all buildings (including surface tablets & interactive whiteboards)</p> <p>Involve pupils in review of hard & software.</p> <p>Prioritise new software to purchase to support pupils with additional needs.</p> <p>Train Progress Coaches in the use of Communication in Print.</p>	ICT Coordinator /SENCO	September 2021	Pupils with additional needs have access to an ICT room and IT equipment to meet their individual needs.

<p>Learning environments</p>	<p>All children who have additional needs will have a pupil passport, which is given to all members of staff. Regular pupil feedback through school council system.</p>	<p>To create effective learning environments for all pupils including those with additional needs.</p> <p>To utilise pupil feedback to improve learning environment access.</p> <p>To create visually supported learning environments in line with pupils needs.</p> <p>To create reasonable adjustments to alleviate visual stress for pupils with additional needs.</p>	<p>Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</p> <p>Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school and anticipatory duties.</p> <p>Disability information to staff through the weekly newsletter.</p> <p>Seek feedback from disability groups using the</p>	<p>All staff Teaching & Learning</p> <p>Focus Group and SENDCO</p>	<p>September 2021/ Ongoing</p>	<p>Pupil voice shows that pupils with additional needs feel that the learning environment is accessible and inclusive.</p>
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			<p>facilities to inform changes.</p> <p>Seek feedback from outside agencies such as IDS, primary school Teaching Assistants and Local Authority.</p>			

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Participation in school activities	All children have access to extra curriculum activities in school and will have additional support put in place if needed. Risk assessments in place for school trips and visits. Pupil Progress Coaches will support children with additional needs when accessing any extra curriculum activity.	To support pupils with additional needs to access all extracurricular activities through identified support.	Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all pupils. Link with local special school (Oakwood) e.g. Boccia, football. Training needed on risk assessments for trips and extracurricular activities. Risk assessment conducted for extracurricular activities to ensure the offer is inclusive for pupils with additional needs.	Principal to agree budget for additional resources to support pupils needs as needed Extracurricular coordinator /SENCO	Summer 2021	An increase in the number of pupils participating with additional needs accessing extracurricular activities.

<p>Curriculum</p>	<p>All children are supported through differentiation strategies and resources from the teacher. Staff training sessions on what good SEN practice is and potential strategies to use to support children with additional needs. Pupil passports available for all children with additional needs. These passports are shared with staff, so they are aware. Pupils with additional needs are supported through the use of a Pupil Progress Coach. Pupils with more complex needs may be supported through bespoke interventions outside of the classroom and through the use of outside agencies. Teachers use strategies such as "cold calling", "right is right" and "recall and retrieval" to support the needs of all children.</p>	<p>To maximise learning through a five-year knowledge rich curriculum that build on knowledge year on year.</p> <p>To promote positive attitudes to disability through learning opportunities, Scaffolded Curriculum, pertinent to pupils' level of attainment or development –through presentation and /or outcome</p> <p>To ensure that pupils can present knowledge / views in a variety of ways from the taught knowledge rich curriculum</p> <p>To provide accessibility to personalised learning aids such as word banks, number lines, memory prompt, etc.</p> <p>To ensure collaborative working opportunities to improve curriculum access for pupils.</p> <p>To encourage teachers to use repetition and reinforcement of skills to improve progress for pupils with additional needs.</p>	<p>SENCO to work in collaboration with teaching and learning lead in supporting scaffolding the Knowledge rich curriculum to ensure accessibility for pupils with additional needs.</p> <p>SENCO to deliver training on teaching and learning best practice.</p> <p>SENCO/Progress Coach to share pupil passports so that all staff are aware of the needs of pupils in their class.</p> <p>SENCO to join and support working groups to ensure that pupils with additional needs are represented in discussion</p>	<p>SENCO/Teaching and Learning lead/Focus groups</p>	<p>Ongoing</p>	<p>The curriculum offer for pupils with additional needs shows that the curriculum offer has not been narrowed and is considered broad and balanced when reviewed by SLT/TMAT.</p>
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		Teacher adapt a range of learning preferences to support pupils with additional needs in teaching and learning in the classroom.				
Reading	All children are supported through reading and choosing reading materials that are appropriate to their age and reading level. Children with additional needs can take part in a reading program called Reading Box.	To ensure that reading material is at an appropriate level so all pupils can access the material teachers scaffold where necessary.	SENCO to work in collaboration with teaching and learning lead in supporting scaffolding reading material to ensure accessibility for pupils with additional needs.	SENCO/Teaching and Learning lead/Reading Lead	Ongoing	Lesson observations and lesson drop-ins show that curriculum implementation at a classroom level allows pupils with additional needs to access the lesson and resources when reviewed by SENCO/HODS/SLT/TMAT.

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Assessment	<p>Pupils are given advance notice about assessments so that they can revise.</p> <p>Pupils are given instructions from the classroom teacher regarding the assessment.</p> <p>Pupils are provided with additional support from a progress coach if they need further access arrangements such as a reader or a scribe.</p> <p>Teachers will differentiate assessments through language and questioning.</p> <p>Regular training given to all staff on assessment and feedback, as well as teaching and learning.</p>	<p>To ensure that learning concepts are understood and demonstrated in formative assessment.</p> <p>To ensure that pupils are aware of the next steps in learning and how to achieve them through constructive feedback from teacher.</p> <p>Teachers to generate methods to summarise and highlight key teaching points to support pupil progress.</p> <p>Teachers to use questions differentiated in accordance to level of understanding and emotional needs to support teaching and learning in the classroom to enable progress.</p>	<p>SENCO to work in collaboration with assessment lead to evaluate teaching to support staff in meeting the needs of pupils with additional needs.</p> <p>Teachers are supported with CPD training from SENCO to meet the learning needs identified from assessments</p>	SENCO/Teaching and Learning lead	Ongoing	Pupils with additional needs marked work and verbal feedback allows them to move forward with their learning so that pupils with additional needs make progress in line with their peers.

AREA- Access for Pupils with Social, Emotional and Mental Health needs	CURRENT GOOD PRACTICE Include established practice and practice under development	<i>OBJECTIVES short, medium- and long-term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Classroom management.	<p>Any pupil identified as having social emotional and mental health needs is given a pupil passport with strategies and information for teachers. Time out cards are issues to pupils where necessary. Staff will use emotional coaching language and strategies with learners with additional needs. Whole school training on mental health is delivered through CPD sessions. School safeguarding team deliver safeguarding sessions on recognizing mental health and ensuring staff can recognize signs. Outside agencies are sought to the Educational Psychologist Service and CAMHS for children who need further support regarding their mental health. Some children will take part in bespoke anxiety, mental health and bereavement interventions.</p>	<p>To provide pupils with adult directed time out and time away strategies to regulate and calm themselves.</p> <p>Teacher will use strategies to recognise sensory needs and make appropriate adjustments for pupils with additional needs</p> <p>School staff will use consistent positive language to improve and encourage pupils to follow the school behavior policy through self-regulation to decrease number of negative behavior logs.</p>	<p>Pupils passport are shared to reflect need of pupils with SEMH.</p> <p>SENCO/CPD deliver training in supporting pupils with SEMH needs.</p> <p>School behavior policy reflects the strategies that are recommended as good practice.</p>	SENCO/Progress Coaches	Ongoing	<p>Pupils with SEMH have a reduction in reported incidents as they are able to regulate and calm themselves.</p> <p>Pupil voice shows that pupils can express their concerns to adults in the school.</p>

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Communication		<p>School staff use positive regular communication with parents/carers to improve relationship in supporting pupils with additional needs.</p> <p>The school utilise a consistent approach to the use of positive language to encourage positive behavior and relationships to support pupil progress.</p>	<p>SENCO to develop strategies of positive language and share with whole school staff.</p> <p>School policy reflect the use of positive language.</p> <p>SENCO to contribute to school policy to reflect needs of pupils with additional needs.</p>	SENCO/All Staff	Ongoing	<p>Parent voice for pupils with additional SEMH needs shows a positive attitude to their child's education and towards the support systems in school.</p> <p>Pupil voice for pupils with additional SEMH needs shows a positive attitude to school in supporting their SEMH needs.</p> <p>Whole school data shows a decrease in the number of negative logs for pupils with SEMH.</p>

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Pastoral		<p>Teachers and support staff deploy strategies to motivate a range of learners to improve pupil progress.</p> <p>Pastoral staff will use class and school mediation strategies to enable pupils to self-regulate so that pupils have decrease number of lesson removals.</p>	SENCO to develop strategies of positive language and share with whole school staff.	SENCO/All Staff	Ongoing	Whole school data shows a decrease in the number of negative logs for pupils with SEMH.

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Whole School strategies		<p>The school has an identified personalised rewards and sanctions – including motivators for pupils with SEMH to support personal behavior and progress for pupils with additional SEMH needs.</p> <p>The school develop a clear policy of consistent use of positive language to improve pupil confidence.</p> <p>Solution focused approaches are used to improve progress for pupils with additional SEMH strategies.</p>	<p>School staff develop a range of opportunities to support social and emotional development which is shared with all school staff.</p> <p>The school develop a clear and behaviour policy which is shared with all staff.</p> <p>A whole school strategy is shared and incorporated by all staff to improve communication with all pupils.</p> <p>A whole school approach is developed for emotional literacy and shared with all staff.</p>	SENCO/All Staff/Focus groups	Ongoing	<p>90% of pupil voice for pupils with additional SEMH needs shows a positive attitude to school in supporting their SEMH needs.</p> <p>Whole school data shows a 50% decrease in the number of negative logs for pupils with SEMH.</p>