



Halley House School Accessibility Plan 2020 - 2023

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1. **Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Halley House School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Halley House School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Halley House School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information**

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. The SENCo leads on Home-School visits to enable early identification and preparation ahead of September where possible. Information collection occurs at the start of each year or when a new pupil joins the school.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. Disabled pupils can access all areas of the school. We endeavour to make reasonable adjustments to enable pupils to access extra-curriculum activities.

Curriculum

Halley House School are aware there are areas of the curriculum to which disabled pupils have limited access where provision needs to be adapted. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. Halley House publishes the newsletter on the school website, via email and provides printed copy at Reception. Text messages will also be used as a way to communicate to parents and pupils.

4. Access Audit

The school is a three-storey building with ample space in corridors. There are three access points on the ground floor and three access points to the roof terrace. The school has wide door access to all rooms.

There is no on-site car parking for staff and visitors however, there is a dedicated disabled parking bay at the front of the school. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with half a low reception hatch, this being fully accessible to wheelchair users. In Reception, there is an adjustable 'sign in' touch screen monitor which can be tilted and lowered accordingly. There are disabled toilet facilities available on each floor of the building. All these are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities arise. We work closely with agencies to ensure we are able to provide the appropriate access prior to a pupil commencing at Halley House School. This is primarily done through multi-agency planning and direct input from services involved with the pupil.

6. Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term	Targets	Strategies	Timescale	Responsibilities	Cost £ - £££	Success Criteria	Reviewed by	Signed off by
	To liaise with Nursery and Pre-school providers to review potential intake for Sept 2021	To identify pupils who may need additional to or different from provision for Sept 2021 intake	June/July 2021	EYFS Lead SENDCo	££	School staff are aware on any pupil starting YR with SEND and have met with parents/carers. Information re: pupils with SEND has been shared w/ relevant TAC members. Procedures, adaptations (where relevant) to learning environments or settling in process for SEND pupils is planned and by Sept 2020.	EYFS Lead	
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SLT Curriculum Teams	£	All policies clearly reflect inclusive practice and procedures and are in line with the SEND Code of Practice.	SLT	

To continue close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	SENDCo All Teachers	£	Clear collaborative working approach is established Parents/carers feel confident and secure about their child in school Communication between parents/carers and school is consistently good	SLT Team	
To continue close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel and use of Individual Care Plan.	Ongoing Reviewed when changes to be made/annually	SENDCo Support Staff Outside agencies School nurse	££	Clear collaborative working approach is established between school and MAPs Parents/carers feel confident and secure about their child in school Communication between school and MAPs is consistently good	SENDCo	

<p>To ensure full access to the curriculum for all children.</p>	<p>A differentiated curriculum with quality first teaching and alternatives learning offered</p> <p>A range of support staff working with all children</p> <p>Relevant staff training and CPD to support meeting the needs of all pupils</p> <p>Access to a range of multi-agency professionals working to support pupil needs (e.g. SaLT, EP, Play Therapist)</p> <p>Relevant learning or sensory resources</p> <p>Multimedia activities to support most curriculum areas</p> <p>Use of interactive ICT equipment</p> <p>Specific equipment</p>	<p>Ongoing</p> <p>Impact reviewed at least termly as part of school and pupil monitoring and assessment systems</p>	<p>SENDCo</p> <p>All Teachers</p> <p>All support staff</p> <p>Multi-agency professionals</p>	<p>£££</p>	<p>All children are fully supported and able to fully access the curriculum</p> <p>School staff implement relevant advice, strategies and programmes recommended by MAPs.</p> <p>Quality-first teaching and positive SEND practice and strategies is evident in classroom practice.</p> <p>Pupils with SEND make good or better progress towards their targets and gaps between SEND and non-SEND pupils decrease over time.</p>	<p>SLT</p> <p>SENDCo</p> <p>Curriculum Leads</p>	
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		sourced from occupational therapy						
		Access to a sensory room as a therapeutic/breakout space						

Medium Term	Tasks/Targets	Strategies	Timescale	Responsibilities	Cost £-£££	Success Criteria	Reviewed by	Signed off by
	To review attainment and progress of all pupils with SEND (including pupils working at greater depth)	CTs complete regular cycles of plan, do, review within lessons to assess pupil's understanding and adapt teaching and learning accordingly.	Ongoing classroom learning reviews daily/weekly/termly as appropriate	CTs	£	Provision mapping shows clear steps and progress made	Phase Leaders/SEN DCo	
		Lessons and activities are planned with appropriate levels of challenge for all and are effectively differentiated to support the progress and attainment of pupils with SEND.	Informal daily evaluation of lessons by CTs. Formal monitoring termly by curriculum leads/SENDCo/external agencies (e.g. BPET learning reviews).	CTs (monitoring completed by curriculum leads, SLT, SENDCo & external professionals)	££	Teaching and lesson activities are support and challenge pupil needs appropriately. Effective SEND support/strategies is evident in-class	Phase Leaders/SLT/ External Professionals SENDCo	
		CTs accurately assess and review attainment and progress.	CTs to monitor attainment and progress data at least termly		£	Progress made towards IEP/EHCP targets. Pupils make steady progress against baselines. Gaps between SEND	SENDCo/SLT	
		Attainment and progress is evaluated during pupil progress meetings, pupil	Formative assessment reviewed at least		££			

	<p>conferencing, teacher/parent meetings and regular liaison with parents/carers.</p> <p>Termly SEND surgeries between SENDCo and CTs scheduled with drop-in sessions also available.</p> <p>MAP Annual Reviews scheduled for pupils with EHCPs</p> <p>Any additional TAC meetings review individual pupil progress and attainment.</p>	<p>termly as part of school and pupil monitoring and assessment systems</p> <p>Termly SEND surgeries + weekly/fortnightly drop in sessions</p> <p>Annual Reviews scheduled at least once a year</p> <p>Additional TAC meetings scheduled as/when needed.</p>		<p>£</p> <p>£££</p> <p>£££</p>	<p>and non-SEND pupils reduce over time.</p> <p>CTs can review progress of pupils with SEND with SENDCo at least termly</p> <p>Parents/carers are aware of their child's progress against IEP/EHCP targets. MAP are all aware of individual pupil's progress.</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p>	
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<p>To promote the inclusion and involvement of pupils with SEND, including disabled students in classroom learning, discussions and activities</p> <p>To take account of variety of learning styles and quality first teaching strategies when teaching</p>	<p>Provide full access to all aspects of the curriculum by providing (where appropriate) :</p> <ul style="list-style-type: none"> • Reasonable adaptations to the physical learning environment within classrooms and in school • Disabled and wheelchair access around the school (e.g. lift access/accessible toilets on every floor) • Alternatives and adaptations to enable disabled pupils to participate successfully in lessons • Create positive images of disability within the school so that pupils grow into adults who have some 	<p>Ongoing – accessibility to learning environment on rolling review in line with SENDA policy review.</p> <p>Reviews for individual pupil needs scheduled as needed</p>	<p>Whole school approach</p> <p>SENDCo to coordinate any MAP teams and review SENDA</p>	<p>£££</p>	<p>Pupils with disabilities have access to all relevant areas of school building including toilets</p> <p>Adaptations or alternatives are evident in planning and in classrooms</p> <p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>People with disabilities are visible and</p>	<p>Whole school approach</p> <p>SENDCo/SLT</p> <p>CTs</p> <p>CTs</p> <p>Whole school approach</p>	
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		understanding of the needs of disabled people through the curriculum (e.g. PSICHE, assemblies, P4C, texts and images including characters/people with disabilities).				represented within the school community. Pupils, parents and staff with disabilities have positive role models represented in/around the school.	Whole school approach	
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Long term	Targets	Strategies	Timescale	Responsibilities	Cost £ - £££	Success Criteria	Reviewed by	Signed off by
	To evaluate and review the above short and long term targets at least annually	To keep SENDA policy on rolling review and start to review impact of short/medium term targets before policy is due to expire. To review SENDA policy as/when needed depending on the needs of individual pupils, parents or staff with disabilities.	At least annually	SENDCo SENDCo	£	SENDA policy remains a working document as is reviewed in line with changes in national/LEA policies. Needs of pupils with disabilities are effectively met and policy is reflective of the whole school approach	SENDCo/SLT SENDCo, SLT	

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term	Targets	Strategies	Timescale	Responsibilities	Cost £ - £££	Success Criteria	Reviewed by	Signed off by
	To ensure the physical environment of school meets the needs of pupils with disabilities and allows them to participate in daily school life.	To review the physical needs of all pupils with SEND and ensure reasonable adaptations are made to the school building to increase accessibility around the school for pupils with disabilities.	Annual review of overall accessibility needs with termly reviews as/when needed for individual pupils with SENDA needs.	SENCo, SLT, HT, Advisors	£ - £££ depending on whether building adaptations are needed.	School premises enables the needs of pupils with disabilities to be met and minimises the impact of their disability on their access.	SLT/HT	
		To take account the needs of pupils, staff, parents and visitors with disabilities and/or sensory impairments when planning and undertaking future improvements and refurbishment of the school premises (including accounting for improved access and accessible facilities, lighting/colour	Annual review of overall accessibility needs with review of any future premises work as/when needed.	HT, BPET			HT	

	<p>schemes and fittings.</p> <p>Any adaptations or repairs are undertaken within a reasonable timescale</p> <p>To create any relevant risk assessments/plans for individual pupils with disabilities (e.g. fire evacuation)</p>	<p>As soon as possible</p> <p>With immediate effect – reviewed at least termly</p>	<p>Site Manager, external agencies if specialist equipment is needed</p> <p>SENDCo</p>	<p>£ - £££ depending on work needed and whether specialist equipment is required</p> <p>£</p>		<p>Office Manager, SENCo, SLT</p> <p>SLT</p>	
<p>To ensure a visually stimulating learning environment for all pupils</p>	<p>Inviting and engaging displays in classrooms and around the school premises that promote positive learning and celebrate children’s achievements</p> <p>Teachers to adapt classroom displays accordingly to account for any pupil with sensory needs or hyper-sensory sensitivity</p>	<p>Ongoing – CTs to update classrooms displays in line with topic changes</p> <p>CTs to review impact of classroom displays on pupils with sensory needs</p>	<p>CTs, TAs, Curriculum Leads</p> <p>CTs, TAs, SENDCo</p>	<p>££</p> <p>£</p>	<p>Displays are reflective of the school ethos and positive attitudes to learning</p> <p>Displays are meaningful to children’s learning and are inclusive of pupils with SEND</p> <p>All pupils</p>	<p>Curriculum Leads</p> <p>SENDCo</p>	

	Continued development of group spaces (e.g. school library in collaboration with FOHH, play room, hall and sensory room)	as/when needed Termly, annually	SLT, HT, FOHH	£££	achievements are reflected and celebrated around the school.	SLT, HT	
To adopt a proactive approach to ensure all people with a disability are actively involved in school life.	<ul style="list-style-type: none"> • Create individual Health Care Plans and IEPs for individual pupils with disabilities 	With immediate effect, to be constantly reviewed	CTs, SENDCo, School Nurse	£	Pupils with disabilities are safe on school site and that all relevant staff are aware of health needs and how to manage them	SENDCo, School Nurse, SLT	
	<ul style="list-style-type: none"> • Undertake confidential survey of staff, parents/carers and advisors to ascertain access needs and make sure they are met in the school and during school events (e.g. parent's evenings) 	Annually	SENDCo	£	School are aware of current needs and real-time effectiveness of SENDA policy	SLT	
	<ul style="list-style-type: none"> • Reasonable adaptations are met 	In time for planned	SENDCo	££	Parents/carers	SLT	

	<p>for parents/carers and visitors to participate in school events including:</p> <ul style="list-style-type: none"> - BSL interpreters for deaf parents during parent meetings and day-to-day written communication/reminders - Lift access to class/meeting rooms or access to meeting spaces on the ground floor - Accessible toilets - Telephone calls, emails or texts to parents who are unable to travel to school - Access to disabled parking bays outside school as/when needed 	school events			and visitors with disabilities are able to participate in school/community events		
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Long Term	Targets	Strategies	Timescale	Cost £ - £££	Responsibilities	Success Criteria	Reviewed by	Signed off by
	To continue to develop the recreational spaces and facilities for playgrounds, halls and offsite facilities (e.g. Hindle House ball court,	Identify potential spaces for recreational use (e.g. playrooms, halls) on school premises and put proposals forward to HT, BPET and Advisors.	Annually	£ - £££ depending on specific proposals including equipment	SLT, HT and working parties can include pupils, staff and FOHH	School provide inclusive child-friendly play areas that meet the physical and recreational	HT	

Outdoor Adventures) as the school grows to include upper KS2.	Look for funding opportunities (including possible grants) to put towards proposed developments including collaborating with FOHH and school staff to raise money through school enrichment fund and fundraising events.		and refurbishment estimates		needs of all pupils		
To ensure public access to the school (e.g. driveway, roads/paths around school are as safe and hazard-free as possible	<p>All staff to be vigilant at observing and reporting any potential hazards (including reporting to the local council).</p> <p>Communicate safety messages with parents/carers and staff via letters, texts, emails re: hazards.</p> <p>Promote safety awareness within school and with parents/carers through the curriculum and extra-curricular participation in road safety weeks, walk to school week, bike around the borough and</p>	<p>Ongoing – hazards to be reported and communicated ASAP once noticed</p> <p>Ongoing – timetabled into curriculum</p>	<p>££</p> <p>£</p>	<p>Whole school approach</p> <p>School office</p> <p>Curriculum leads, PSHE Coordinator</p>	<p>Pupils, staff, parents/carers and visitors have safe access to/from the school premises</p> <p>Accidents as a result of dangers/hazards are avoided</p> <p>All pupils and parents are aware of how to keep safe when travelling to/from school</p>	<p>SLT, HT</p> <p>SLT</p> <p>SLT</p>	

	assemblies. Consider participation in cycle safety courses (e.g. Bikeability) for Y5+ children	Academic year 2020-21 when school have its first Y5 cohort	££	PE Coordinator		SLT	
To maintain Healthy Schools award	Maintain Healthy Schools targets	Annually	£	Whole school approach PSHE Coordinator, Healthy Schools Team/Coordinator	All children aware of importance of being healthy and know what to do to be/stay healthy	SLT	

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Targets	Strategies	Timescale	Cost £ - £££	Responsibilities	Success Criteria	Reviewed by	Signed off by
	To ensure all children and parents/carers with disabilities receive and understand information shared by the school To be proactive in ensuring all	Regular communication with parents/carers of all children Alternative communication strategies offered and used (e.g. written communication for BSL parents/carers, emails, phone calls) BSL interpreter provided for	Ongoing daily, weekly and half termly communication	£ - for school communications ££ - when external agencies (e.g. BSL interpreters) are needed	Whole school approach CTs, school office, SENDCo, SLT	Effective two-way communication between school and pupils/parents is established and maintained Important school wide information shared with parents	Phase leaders, SENDCo, SLT	

children, parents/carers can effectively initiate communication with school	parent meetings if needed Individualised multi-sensory teaching strategies				Parents know and understand individual progress of their child at school		
To improve access to written information for pupils, parents and visitors.	Parent/pupil conferencing to identify what is currently working well/what could be even better re: access to written communication. Next steps planned taking account of feedback. Alternative font sizes/page layouts and translated texts offered if/when needed Symbol software explored to support learners with difficulties reading. Audit school library for range of large font/easy to read/multicultural/multi language texts. Order relevant books in next available budget order Review signage around school premises for	At least annually (e.g. autumn term) Ongoing as needed At least annually Annually As/when new	£ - for reviews/audits ££ - depending on resources needed	SLT/HT, SENDCo CTs and TAs	All stakeholders have access to written communication they can understand Parents/pupils in particular receive regular communication re: progress and important whole school communication Feedback sought from parents/pupils and used to inform next steps Where possible, written communication adapted to meet the needs of stakeholders	SENDCo, SLT	

	accessibility	signage is required					
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Medium Term	Targets	Strategies	Timescale	Cost £ - £££	Responsibilities	Success Criteria	Reviewed by	Signed off by
	To ensure class and pupil records (IEPs, Arbor, provision maps) are up-to-date and accurate with details of any SEND.	Information collected about new children/families and staff to the school. Records on Arbor created.	Initial information taken at enrolment.	£	School office	School maintain accurate information records reflecting the needs of children, families and staff	Office Manager	
	To ensure the school remains aware of any SEND needs for pupils, staff and parents.	Parents/carers to inform school of any changes to SEND /medical needs. Office to update pupil records accordingly and inform relevant members of staff (including school nurse).	Ongoing as/when needs change	£	Parents/carers, school office, SENDCo	School are aware of any changes to needs and records updated accordingly	Office Manager, SENDCo	
	To ensure staff are receive relevant training/CPD to support pupils/parents	School nurse to update relevant care plans (and include any new information of needs) and create new plans for new pupils to the school with medical needs. School	Termly	£	School nurse	Accurate health care plans reflect the needs of individual pupils. Relevant staff are aware of medical needs, know where plans are kept and	SENDCo	

with SEND needs.	office to update records (including photos) of children with allergies/intolerances.				how to respond to medical needs/emergencies.		
	School nurse/SENDCo to identify potential training (medical or SEND) for staff and arrange accordingly	Annual meeting with SENDCo and school nurse. SENDCo to review pupil needs at least termly during PPMs and SEND surgeries. Training/CPD discussed with MAPs at termly MAP meetings	£		School Nurse, SENDCo	School staff are trained to support the SEND/medical needs of pupils in school. Medical training is up to date and staff feel confident in following procedures in care plans if/when needed.	SENDCo
	CTs to have whole class profiles with overview of groups (e.g. SEND, PPG etc).	Annually – SENDCo to collate initial information at start of academic year. CTs to amend details as/when needed	£		School office, SENDCo, CTs	CTs have an overview of different groups of pupils (particularly vulnerable groups) including pupils with SEND and medical needs	SENDCo
	Class SEND files updated at least annually and	Annually at start of academic year	£		SENDCo, CTs	CTs and TAs have access to relevant SEND information for pupils in their class.	SENDCo

	<p>passed on to new CTs. Handover meetings arranged (where possible) between CTs to transfer/share class and pupil information at start of new academic year.</p>				<p>Class strategies/support is linked to these needs.</p> <p>New teachers have a general understanding of SEND needs of pupils in their class</p>		
	<p>CTs to maintain class SEND files and add any new information (e.g. MAP reports) throughout the year.</p>	<p>Ongoing – SENDCo to forward reports/information to CTs</p>	£	CTs	<p>Class SEND files contain relevant, up-to-date information of pupil needs</p>	SENDCo	
	<p>Transition planning and meetings scheduled for individual pupils (as identified by CTs) for move to next year group/class at end of summer term. Relevant resources (e.g. social stories) sent home. TAC (including MAPs) to attend.</p>	<p>Annually at end of summer 2</p>	££	SENDCo, CTs, MAPs, parents/carers	<p>Upcoming transitions for pupils with SEND are planned and children and families feel prepared for the changes ahead to make these transitions as smooth as possible</p>	SENDCo	
	<p>All review/pupil progress meetings (e.g. Annual</p>	<p>Annual Reviews for pupils with EHCPs</p>	££	CTs, SENDCo, MAPs, parents/carers,	<p>All review meetings are complete – pupil progress is discussed and successes</p>	SENDCo	

		Reviews, IEP meetings) completed by end of summer term.	at least annually. IEP/parents evening meetings termly.		pupils	celebrated. Clear targets are set for the following year and end of year progress/achievement forms a baseline for start of new academic year.		
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Long Term	Targets	Strategies	Timescale	Cost £ - £££	Responsibilities	Success Criteria	Reviewed by	Signed off by
	<p>To ensure whole school MIS/database system (e.g. Arbor/ILD) is accurate, effective and meets the needs of the school</p> <p>To ensure all relevant SENDA data is accurately and confidentially stored.</p> <p>To ensure relevant SENDA data is accessible to</p>	<p>School MIS (Arbor/ILD) reviewed and further developed</p> <p>Further Arbor training considered to identify how system can be used more effectively/to its full potential</p> <p>To streamline how/where SENDA information/data is stored and accessed</p>	Ongoing – reviews completed at least annually as school grows	£ - ££ depending on whether training opportunities are identified	SLT, HT, BPET	<p>SENDA data and information is accurate and confidential.</p> <p>Relevant members of staff have access to SENDA information and communication of SENDA throughout school is effective.</p> <p>The needs of pupils with SENDA are effectively met as a result of effective</p>	HT, BPET	

	relevant members of staff and used to effectively meet the needs of pupils with SEND.					communication and accurate information		
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