

Appendix B – Reid Street Primary School

Targets	Strategies	Timeframe	Success Criteria
<p><u>Curriculum</u> Long Term: To ensure that all staff are committed to providing inclusive practice</p>	<p>CPD for all staff on aspects of Inclusion; Observations and sharing of good inclusive practice across school; Opportunities to develop knowledge of additional needs and reflect on practice</p>	<p>Ongoing</p>	<p>All staff contribute to an inclusive ethos around school</p>
<p><u>Environment</u> Long Term: To improve the environment of the school to increase the extent to which pupils can take advantage of education facilities and services provided.</p>	<p>Explore the possibility of opening and nursery to allow consistent support and education for our pupils. Work with Darlington Borough Council to apply to the DfE. Work with Trust partners to explore costings for the remodelling of the current Reception class and reconfigurations of classes.</p>	<p>Ongoing</p>	<p>The school has a nursery which improves support for our families.</p>
<p><u>Information</u> Long Term: Build a new website</p>	<p>Work with the Trust website designer to explore all of the</p>	<p>Ongoing</p>	<p>The school has a new website with accessibility</p>

to include accessibility features. Ensure that the website is mobile friendly.	features that can be included to improve the access for parents.		features and the website is mobile friendly.
<u>Curriculum</u> Medium Term: To review provision and progress of all pupils with additional needs	Termly assessments analysed and target areas identified through RAG meetings. Barriers discussed and next steps decided.	Termly	All children with additional needs will have targeted provision and will make good progress. Where difficulties arise the appropriate support will be sought.
<u>Information</u> Medium Term: To facilitate clear and regular communication with parents and carers	Regular meetings with key staff for parents and copies of all support plans	Ongoing	All parents will play an integral part in decisions made about their child's provision through regular meetings
<u>Environment</u> Medium Term: To provide an enabling environment, considering the needs of all pupils	Ongoing changes to the environment to reflect learning and provide reference and resources for all learners.	Ongoing	Engaging environments around school that reflect learning; All children have access to resources and can identify reference materials.
<u>Curriculum</u> Medium Term: To plan and deliver learning that is accessible by all	Monitor and evaluate the provision for children with additional needs	Ongoing	Audit evidence will show the range of ways in which children are supported to

children	and those who have English as an Additional Language - Monitor against Adaptive Teaching Strategies.		access learning.
Short Term: To ensure all medical needs of pupils are met.	Where appropriate, meetings and liaising between key staff and other agencies including health professionals. Care Plans put in place in conjunction with parents and healthcare staff.	Updated termly, or as and when needed.	Medical needs for all children in school are met and all Care Plans are in place and shared with relevant staff.
<u>Curriculum/Environment</u> Short Term: To ensure resources to support pupils with SEND are available and of a high quality.	Half termly reviews of core SEND resources by the SENDCo. Regular discussions with staff around resources and the impact.	Ongoing	Audits show that children have access to the resources that they need.
<u>Information</u> Short Term: To ensure that close and successful liaison exists between RS and other professionals, including external agencies; ensuring	Regular and close collaboration between key staff at RS and other external professionals. Referrals are made in a timely manner.	Ongoing	Collaborative approach to working with children and families and effective sharing of information where necessary. Parents are part of the referral process

<p>children get the support needed earlier.</p>			<p>and included in all decisions.</p>
<p><u>Information</u> Short Term: To support parents to access external events that may help their child.</p>	<p>The DSL and SENDCo to regularly share events that we become aware of in the local community through Class Dojo.</p>	<p>Ongoing</p>	<p>Parents and carer are informed of events that they may access for their children.</p>