

SEND INFORMATION REPORT 2024

Our Mission



Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

What is the School Information Offer?

Our SEND Information Report is updated annually and is reviewed termly to respond to any key changes in the year to the school's provision. The report states the current provision within Green Park School.

What are the kinds of special educational needs for which provision is made at Green Park School?

Green Park is a maintained community day special school for children aged 3-19 years. Children will be provided with an appropriately paced and differentiated curriculum to reflect their individual needs and strengths.

At Green Park School the pupil's identified needs will be complex and significant in the area of cognition and learning (complex or profound and multiple learning difficulties) as described in the SEND Code of Practice. Some pupils may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties), sensory or physical difficulties.

What are the school's policies for the identification and assessments of pupils attending the school?

All pupils who attend school will be under assessment or have an Education Health and Care Plan (EHCP). Our Assistant Headteacher is qualified as a SENCO to ensure we are robust in our practices and offer support in line with expectations of the Code of Practice (Dfe 2014, updated 2020)

What is the provision for pupils at Green Park School and how is it evaluated?

All pupils attending Green Park School will have an Education Health and Care Plan (EHCP). There may be agreement with the Local Authority SENSTART service that a child or young person is placed pending the outcome of an assessment for an EHCP. Further information on the admissions to and assessment places within our school can be found on our website.

At Green Park we meet the needs of and provide a range of teaching groups offering different learning styles. We work hard to ensure pupils are successful and we celebrate and recognise achievement and effort in all areas of the curriculum.

Our provision is based on a strong vision that we promote, '**Learning for Life**'.

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It is the school's aim to be a Centre of Educational Excellence in the heart of the community.*

To achieve our vision, we aim to:

- Develop a culture where there is warmth and where we work together with all parties to improve the opportunities for our children to learn. To ensure pupils achieve their personal best and celebrate this success.

EARLY YEARS IN ACTION



- To help every child to develop his or her full potential by providing a caring and stimulating environment in which every individual pupil feels valued.
- To provide all pupils with the opportunity to succeed and become confident young people by providing a wide range of age-appropriate learning experiences, which are both exciting and challenging and reflect our diverse community.
- Ensure pupils can communicate their choices, hopes and aspirations to others so they can live enriched and independent lives as possible.
- To educate pupils intellectually, socially, morally, aesthetically, physically, and spiritually.
- To develop an exciting curriculum in line with the National Curriculum and ensure it reflects the needs and interests of our pupils. At all times we aim to inspire, motivate, and challenge our pupils to make progress in small steps.
- To form the best possible relationships between teachers, children, parents and other professionals so that we have successful learners.
- Provide all staff with training and development opportunities to enable effective practice.

Our pupil's needs are identified through their Education Health and Care Plan (EHCP).

These documents state the provision needed to meet your child's needs and it will name Green Park School as the provision to achieve this. To ensure provision meets your child's needs we will liaise with your child's current setting to ensure a smooth transition for the child and their family. We use this initial entry information to make a baseline of your child's strengths and needs within 6 weeks of admission to school. Parents and carers are then invited to a meeting to discuss this information and plan goals for the next 6 to 12 months. We also ask other professionals who have been working with your child to contribute to this meeting to ensure we set joint goals. To ensure we meet all the needs of children and young people the school receives advice from a range of health and social care professionals. We meet regularly with professionals who work in our school to ensure that joint working practices are consistent, and all advice and guidance is implemented to our best ability.

We have a School Development plan and evaluate this throughout the year. There are link governors for all aspects of the plan, and this supports the evaluation of our progress towards our school aims. We also have a school self-evaluation each year to highlight progress and achievements and plan next steps.

INVESTIGATING THE WORLD



Staffing levels are enhanced so that pupils are usually taught in classes of up to 9 with a Teacher or Higher-Level Teaching assistant (HLTA) with a Level 3 teaching assistant and an appropriate number of additional teaching assistants to meet the needs of the class group.

Our pupils are offered a range of class groups to meet their needs. We are based in cluster teams (Green, Yellow, Orange, Red and Purple) which are age phased groups. We have 16 class groups spanning these cluster teams. Within our cluster teams we offer three types of class provision: Focused, Structured and Sensory class groups.

HAVING FUN IN THE POOL



- **Focused Learners** Engage in activities that encourage them to think, build on life skills as well as academic skills that will help them to understand the world around them. The curriculum is based on the Early Years Foundation Principles that pupils learn well through play. They are encouraged to investigate, explore and be inquisitive about their environment.
- **Structured Learners** These learners will experience a similar curriculum to Focused learners but there is more structure to the provision. Some pupils will have a personalised timetable that will inform them of daily events. Built into this is a system to prepare pupils for any changes in their daily routine.
- **Sensory learners** Learning activities planned for Sensory Learners promote the use of their senses. There is a focus on developing communication and staff ensure they learn how to understand what our pupils and trying to tell us and communicate effectively. A calm, patient and sensitive approach to learning is essential here to help

ensure that pupils receive the time they need to process information that is shared with them.

Green Cluster	Class groups: Snowdrops C1, Jasmine C2, Bluebells C3	This supports Foundation Stage – Year 3 pupils in sensory, structured, or focused class groups.
Yellow Cluster	Class groups: Sunflowers C4, Daffodils C5, Buttercups C6	Pupils in Year 2 to Year 6 work in sensory, structured, and focused class groups.
Orange Cluster	Class groups: Marigolds C7, Cosmos C8, Daisies C9	Pupils in Year 5 to Year 8 work in sensory, structured, and focused class groups.
Red Cluster	Class groups: Roses C10, Poppies C11, Tulips C12	Pupils in Year 8 to Year 11 work in sensory, structured, and focused class groups.
Purple Cluster	Class groups: Cedar C13, Maple C14, Oak C15, Beech C16	Pupils in Year 10 to Year 14 work in sensory, structured, and focused class groups.

We also have Blue cluster which offers access to specialist teaching resources and interventions including a sensory drama studio, PE hall, food technology room, creative arts room, library, heated swimming pool, the Omni-vista floor, early years courtyard, inclusive playgrounds, forest school and sensory gym. More details of class teachers can be found on the website along with school leaders and Governors contact details.

BLUE CLUSTER



What training do staff have in relation to the needs of pupils at Green Park School?

OUTDOOR LEARNING



Green Park School is highly committed to ongoing staff training and development. All staff have clear job descriptions which detail the required qualifications for each post in school. All our staff are trained in meeting the needs of pupils with complex learning difficulties. Whatever previous experience or qualifications all staff take part in an induction programme to make them aware of our pupils' needs and how to meet their educational, medical, care and therapy needs. This includes safeguarding training, Moving and Handling, Behaviour management, curriculum workshops, Makaton and how to meet the needs of pupils with sensory impairments. This detailed induction is built on through qualifications and experience in the classroom and access to the National College of CPD. A team track all staff training ensuring it is up to date and statutory duties are met.

All staff have a professional development programme personalised to their needs and class group which is identified in the autumn term. The school then develops a programme of support during the school year which can range from secondments to new posts, coaching and mentoring programmes, network groups for a specific strategy, CPD events offered during




INSET days and staff meetings or external course providers.



Other staff have gained a range of certificates to mark their commitment to courses such as Higher-Level Teaching Assistant, Paediatric First Aid and Makaton. We have a Site and Estates Officer and Designated Safeguarding leader who delivers Safeguarding and PREVENT training.

School is also fortunate to have qualified trainers or lead teachers with the following curriculum expertise.

TRAINING



<p>Communication & Interaction</p> 	<p>Makaton Regional tutors Intensive interaction trainer Picture Exchange Communication System Trainer ELKAN Speech programme Eye gaze technology Read Write Inc scheme TaSSeLLs trainers</p>
<p>Cognition & Learning</p> 	<p>Staff trained in the use of the TEACCH approach. Staff qualified in Food hygiene. Colourful Semantics See and Say Numicon Number blocks White Rose Maths lead Forest Schools Information Technology Support</p>
<p>Physical, Sensory & Medical</p> 	<p>Rebound Therapists Swimming teachers , Pool responders and rescuers Duke of Edinburgh leader Dual support workers trained in therapy and care Dysphagia trained staff working with Speech therapists on supporting pupils eating and drinking skills Cool Kids programme Specialist Tutors from Wolverhampton Music School Musicians from Inlusic Paediatric First Aiders</p>

<p>Social, Emotional & Mental Health</p> 	<p>Massage and Aromatherapy Attention Autism Curiosity programme Books Beyond Words Lego Therapy Relationships, Sex and Health Education trainer</p>
<p>Therapists and support for pupils and families</p> 	<p>Physiotherapists from Royal Wolverhampton Trust Occupational therapists from Royal Wolverhampton Trust Speech therapists from Royal Wolverhampton Trust Nurses from the Community learning disability team Assistant Psychologist PROACT- Scip® uk trainers CENTAUR trainers Educational Visits coordinators and leaders Senior mental health leader, Youth Metal Health first aiders</p>

We always look for opportunities to bring highly regarded national/international leaders to Green Park School for staff to be inspired and supported by in their work with our pupils.

4. How will the environment, equipment and facilities be provided to support pupils at Green Park School?

The Willows campus (Green Park School, Stowlawn Primary School and the Community Centre) opened in 2011 and is fortunate to have high quality teaching spaces and resources which were developed with the purpose of being inclusive and meeting the diverse range of special educational needs of our pupils. Our website shows a school tour of all the different areas of the school for families to see what our facilities are like.

The school offers pupils access to the whole curriculum which includes the National Curriculum. Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually. Our school is a purpose-built building and is fully accessible for wheelchair users being on one level. Each cluster has its own sensory room and its own small-group room/ reflection spaces, all of them accessed through one of the classrooms and from the corridor.

We have worked closely over the last year to develop new programmes of study to prioritise the teaching of essential life skills and knowledge that our pupils need to be successful learners. All pupils have access to an exciting broad and balanced curriculum. Relevant skills, knowledge and concepts are identified on the Progress and Coverage Map. These curriculum maps can be found on our school website. The Programmes of Study provide a starting point for all planning. All areas begin with an emphasis on ensuring that pupils learn and remain safe.

Communication and Interaction

- Pupils will focus on skills that promote effective receptive and expressive communication – listening, speaking, reading, and writing.

Cognition and Learning

- Here thinking, reasoning, remembering, problem solving, and numeracy are covered.
- The use of the computer and technology is also explored.
- A wealth of outdoor learning is encouraged through Forest Schools and Outdoor Pursuits activities as well as visits out in the community.
- Computing and how technology is used in our lives is a strong aspect of these studies.
- Here, understanding the world in terms of the natural world, the material world, people, places, times and daily living is explored.

Physical, Sensory and Medical





- Pupils will cover body awareness, fine and gross motor skills, self-care, independence, and healthy living including food and feeding skills.
- Therapies are used to help pupils understand and develop physical independence skills and manage their own behaviours and responses to events. The support of visiting professionals continues to enhance the lives of young people.
- Creativity covers opportunities for learning in Music, Dance, Drama and Art. It begins with opportunities that relate to all the arts,

Social, Emotional and Mental Health

- Pupils have opportunities to experience and grow in confidence as individuals and as members of small groups, their class and the extended school community.
- Children access spaces and resources to help them manage their emotional moments.
- Therapies are used to help pupils understand and monitor their own emotions and well-being.
- Students develop their ability to focus and increase levels of engagement.

All parents and families are welcome to visit the school prior to their child or young person attending the school. The school holds monthly parent tours and places can be booked by contacting the main reception. A school leader will then contact you to discuss your child's needs in more detail and reserve a place on the next available tour date.

What are the arrangements for consulting parents of children at Green Park School and involving them in the education of their child?

We encourage parents to get involved with school life and to support their child. Each day we send home, a home school diary in your child's bag and ask that you take the time to read the diary and write back whenever possible. At the start of each half term we send home a curriculum newsletter letting parents know about the child's topic for that term, the activities they will be involved with and how parents can support this at home. Annually we send home a parent information sheet which includes an option where parents can request that homework is sent each week. We also supplement this with reading scheme books where appropriate.

The school seeks to offer support to families both informally and formally. We offer parent workshop programmes each half term as part of our 'Green Park Family' programme - parents can chat in a relaxed manner and receive information from one of our specialists





or service providers. We offer workshops and training programmes during the school year by one of our many school-based trainers e.g. Makaton, PECS, and Intensive interaction. We consult parents about arrangements for our short breaks grant funding including summer school and trips during the school holidays and answer any questions they might have.

We also engage with Voluntary organisations such as the Information and Advisory service for parents, Voice for Parents, Let Us Play. We promote their newsletters and send out event flyers via Facebook.

Green Park School uses the services of translators to engage with parents who do not speak English and we use the goggle translate app. One member of staff also makes phone calls to parents when required, often weekly to offer support. The administration team make good use of the technology that is now readily available to help them to translate letters that need to go home. Class staff are also able to use that technology to make, for instance, notices or worksheets that will give pupils in class easier access to the curriculum.

Consultation with parents and carers is achieved through:

- Initial visits to school.
- Introductory transition meetings and a 'new to school' parent event.
- Team Around the Child support meetings (TAC).
- Daily home/school diary for information exchanges and key messages. This includes a text service,
- Evidence for Learning app to support celebration of pupils achievements.
- Parent/Carer and teacher meetings including update from professionals.
- Annual Review meeting and reports
- Parent workshops and training
- Play and stay activities for each phase.
- Parental representatives on our Governing Body
- Parent involvement in changes through informal and formal consultations



What are the arrangements for consulting pupils at Green Park School about, and involving them in their education

There's no rain in our rainbow, just love and lifelong learning.





All pupils should be listened to and given the time to respond to their learning in a personalised manner.

We ensure our pupils have the opportunity to have their own voice listened to by all the partners of the school. Often the pupils will ask the class team 'If they can?' 'How about?' 'Could we?' Pupils are encouraged to visit the Head teacher and ask questions to feedback on school and share progress. Pupils write letters asking for Governors support to improve school projects e.g. litter project, Fairtrade products.

Our School council runs each week and tries to take part in community initiatives such as MENCAP's Changing Places project. The School Council involves students on issues about improving school life. The assessment and annual review process of EHCP's includes the choices and views of pupils.

What are the arrangements for assessing and reviewing pupils progress towards outcomes?

Every child will have short term educational outcomes set for them at their EHCP meeting for the year ahead. Parents/families are consulted on these outcomes. Small steps are agreed and set in Learning Passports. Progress towards the outcomes is reviewed formally on a termly basis in pupil progress meetings. Monitoring of progress towards outcomes is continuous in the classrooms and reflected in class reporting forms and pupils' records. Twice a year we offer Parents evenings to invite parents into classrooms and see the life of the school. We also have a range of special assemblies, usually each half term, where pupils' achievements are celebrated. This leads to our Prize Giving service in the late summer term.

What are the arrangements made by the Governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Green Park School?

If a parent has a concern about a child or school life we ask them to initially discuss this with the child's class teacher or write a message in the home school diary. If this is not appropriate, then please contact our Pupil Welfare and Home School Liaison Officer to resolve the concern. The Head teacher, Deputy or Assistant Head teachers are always willing to listen and offer support during this process. We find this system normally resolves any concerns



or worries by families. If a family is still concerned the school has a Complaints policy available on our website and we can refer concerns to our Governors for further advice and support.

How does the Governing Body involve others, including health, social service, local authority services and voluntary organisations meeting the needs of pupils at Green Park School and in supporting their families?

The school is fortunate to have a very active Governing Body and it benefits from their support and critical friendship. The governors meet as a full governing body each term and then arrange two committee meetings of which one focuses on Standards (Pupil outcomes, Curriculum development and the standards of the school site); and the other on Resources (finance and staffing). Both meet each half term to discuss developments and monitor the progress of the school development plan. Teachers involved in new developments are invited to feedback to governors on the Standards committee. Governors also have a variety of link governor role to support the School Development plan priorities.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies – some are based within the school; others have offices based elsewhere and work in school on particular days or as necessary.

Nurses, Inspire team, Speech and Language Therapists, Occupational Therapists and Physiotherapists are employees of Royal Wolverhampton Trust. All these professionals work within school - training staff, advising staff, working with children and young people who are on their case load.





The Sensory Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are based in the Education and Inclusion Team. They provide staff training and advice on individual children's needs.

We also purchase support from the Connexions service and Educational Psychologist service to provide specialist support and advice.

As our school caters for pupils across the city it is not always possible for parents to bring their child to school so a home school transport service is supplied by the Local Authority which collects and returns pupils within the Local Authority area if parents request this. School liaise closely with the team supporting the pupils including the passenger assistants who are employed by the Local Authority. If there is a concern about home school transport arrangements, we will try to support parents in addressing this with the service.

All transport requests should be made through the Pupil Services Team of the council who are based at the Civic Centre, St Peter's Square, Wolverhampton. They can be contacted by email: hometoschooltravel@wolverhampton.gov.uk or by telephone: 01902 554154

All parents are welcome to bring their child into school. There is dedicated disabled parking at the front of school for parents to use. To ensure pupils safety when entering or exiting school, parents should be aware that the school gates are closed at these key times and no vehicles are permitted to move in the car park areas until all pupils are safely on their vehicle or in the school building. School gates will then be opened to allow parent vehicles to leave the Campus followed by the other vehicles. Parents should ensure pupils arrive at 9am and are collected at 3.15pm



There are social workers supporting some children/young people with disabilities who are Local Authority Employees. We can support with referrals to this service.

All contact numbers for support services, described above, are within the home school diary for each pupil. If families have a query relating to these areas it is best to contact the professionals directly. This ensures that any message/queries/concerns from families are dealt with in the most efficient way.

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What are the schools arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?



All transitions are well planned for throughout school as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff in the summer term parents evening. Where possible a member of staff moves with pupils when they change class groups so that transition is successful.

Students are increasingly supported in planning for their transition from school to adult life. Staff from the Connexions team and Adult Transition Social workers work with pupils and school to understand pupils' aspirations and advise pupils and parents/ carers on what is available after leaving Green Park School. Our careers leader works closely with the Connexions service and meets with other professionals each term to discuss proposals for pupil's destinations after leaving Sixth Form.

We continue to have strong links with local provisions including the social care and college provision. Opportunities to visit these facilities are available for parents and students during Sixth form and in their pupils final year at Green Park School. When a transition programme is in place, whether this is for a Year 14 leaver or younger pupil we will put transition arrangements in place. This will include a tour of the school/setting, staff from the new settings visiting school and class staff supporting pupils on transition visits to ensure they are happy and settled in their new setting.


Where is the information on the Wolverhamptons local offer published?

There is further detail on our website on our own school website and this links directly to the Local Offer for children with Special Educational Needs and Disabilities and their families on the **Wolverhampton Local Offer** <http://www.wolverhampton.gov.uk/send>

We are always willing to hear where you think we can do better. Visits to the school are always welcome and can be arranged though the school office. We hope you enjoy finding out more about our school through our website <http://www.greenparkschool.co.uk>

If you have any queries or requests for policies or information relating to this report please contact the Head Teacher – Mrs Lorraine Dawney, Green Park School, Green Park Avenue, Stowlawn, Wolverhampton, WV14 6EH. Contact number 01902 55642

Green Park School Accessibility Plan

Policy written by:	Lorraine Dawney
Role:	Headteacher
Committee approving Policy	Full Governors Board
Date approved by Committee:	19 June 2023
Date for renewal:	Every 3 Years, Summer 2026
Signed by Chair of Committee	 Rev Simon Skidmore, Vice Committee

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Statement of intent

This plan outlines the proposals of the governing body of Green Park School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

Increasing the extent to which pupils with disabilities can participate in the school curriculum.

Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.

Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partner

Wellbeing - We believe in promoting the wellbeing of all pupils and staff. The accessibility plan promotes pupils and staff mental health and ensures equality of opportunities and access for all pupils. There's no rain in our rainbow, just love and lifelong learning!

Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Enhance the induction programme to ensure new staff members have enhanced skills to support pupils given the increase in pupil numbers	Improve the teaching strategies content of the induction programme	CPD leader	Summer 2023	Staff members have the knowledge and skills to support children across the school	Autumn 2024
	Ensure all pupils have access to a relevant and personalised communication strategy	Improve staff knowledge of choices and resources. Provide trainers with learning walk opportunities to improve consistency of practice INSET days dedicated to programme to include enhanced Makaton and PECS	Cognition Area of Need leader, Communication and interaction leader Regional tutors and / course participants	Autumn 2023 – Summer 2026	All pupils have a clear strategy to communicate Increased level of skill and knowledge to support pupils	Summer 2026
	Communication aids to support at home and school.	Ensure parent training offered in a range of strategies to that pupils can use aids (low and high tech) at home.	Communication lead, SIP team	Summer 2023 ongoing	Pupils achieve better learning outcomes as a result of more functional learning opportunities	Summer 2026
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Medium term	Due to our changing profile of pupil needs we need to ensure the curriculum is knowledge rich for all styles and clusters	To review sequences of learning for all pupils	Area of Need leaders / SIP leaders	April 2023 – Summer 2026	Engagement of all pupils and motivation in lessons improves which leads to better outcomes. Learning is embedded in a knowledge rich curriculum	Sept 2026
Long term	Seek a wider range of therapies and interventions for pupils to minimise the difference	Explore training for more therapies to support our changing profile of learners and expand the curriculum	Area of Need leaders / CPD leaders	Summer 2023 – ongoing	Engagement of all pupils and motivation in lessons improves which leads to better outcomes	Autumn 2026

Planning Duty 2

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review
Short term	Ensure all pupils have access to offsite programmes to apply their functional skills in real life situations within a knowledge rich curriculum	Ensure medical needs training in place	CPD leader	Sept-2023 – Summer 2024	Appropriately trained staff in place	Autumn 2023
		Ensure the cultural capital programme is embedded in a knowledge rich curriculum	SIP team		All pupils have access to offsite learning activities	Summer 2024
Medium term	Individual support for all pupils supported by additionality bids for 1:1 support and Dual support workers, HCA's	Pupils needing additional support identified and bids submitted to LA or CCG	SBM / SIP team / Assistant EP	Summer 2023	Pupils with personalised needs have their holistic needs met	Summer 2024
Long term	Review the provision of school MPV to ensure it is fit for purpose	Replace out of date MPV	Head teacher/ Site and safety officer /Trustees	Spring 2024	School vehicles are fully accessible, and staff trained in appropriate loading and clamping	Autumn 2024
	Develop a pod for Rebound therapy provision	Seek suitable designs and support from School Fund Charity for successful project	GPS Staff fundraising team, Voluntary committee	2023-2026	Accessible outdoor resources fit for purpose	Autumn 2026

Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	To ensure pupils have a voice about their school life and can make decisions about its direction.	To promote the voice of the student council. All pupils to be invited to their EHCP reviews and contribute to next steps, where appropriate To review the use of video evidence on the EFL app to celebrate key achievements with pupils and their parents	Pupil welfare officer / Class teachers	Sept 2023	School invited pupils each term to contribute to a topic about school life and how to improve this aspect. Pupils' success celebrated in their review	Autumn 2026
Medium term	Ensure for pupils with complex communication needs they are able to process and respond to information using simple / complex augmentative communication aids.	Purchase appropriate range of communication aids. Provide training to pupil's staff and parents on their use	Communication and Interaction Leader CPD leader /SIP team	Summer 2023 Ongoing	Information is fully accessible to children with complex needs	Summer 2024
	Ensure the promotion of reading in all forms	Intensive Interaction Tracking TaSSeLs Eye Gaze See and Learn Sensory Stories Read Write Inc Fresh Start Devices e.g. proxy talker	Communication and Interaction Leader Cognition leader SIP team	Summer 2023	Information is fully accessible to children with complex needs	Summer 2025
Long term	Ensure use of the library is accessible using the Reading Cloud	Purchase appropriate range aids. Provide training to pupil's staff and parents on their use	SBM / Area of Need leaders	Autumn 2024	Make the library accessible to all	Autumn 2026