**Improving the Curriculum Access at The Haven School-2020-2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Desired outcome | Action | Responsibility | Time Frame | Success Criteria |
| Mental Health awareness is continues to be reviewed and developed with all staff. | Whole school SEMH training ongoing through bite-size sessions from CAMHS (C. Bruder) to continue to take place. Information is posted on shared area for all staff to access.  Reflection sessions to take place after major incidents where a child’s MH has caused them difficulties- analysis of support procedures followed to inform future planning/support. | C. Bruder/ZS  SG- daily briefing reflections | Jan 2021 and at regular monthly intervals  Weekly reflections- Reflection Friday | All staff received training and have awareness heightened in line with requirements.  Students aware of the importance of understanding mental health as an illness and how to access support for this if they are struggling.  Suitable responses to different situations identified and new strategies used (e.g. NVR) |
| Dyslexia Friendly status is acquired so curriculum is more accessible for all. | Appoint member of staff to oversee application  Staff training/learning walks focus/Teaching and learning meetings feedback and discussion  ROG continues to update reading strategy training (Lexplore)  ROG to deliver training on strategies to support students access the curriculum and how to present the learning environment so that is promotes independent learning and supports students with literacy difficulties. | Z. Stevenson SENCo)/ROG | September 2020 – July 2021  Ongoing reviewed monthly | Dyslexia Friendly status achieved.- evidence around school of literacy friendly strategies.  Students reading improves- lexplore data  Reading ages to improve  Dyslexia friendly classroom Checklist to be completed for all rooms. |
| Families continue to engage with the work of the school to support pupils’ learning.(as new students start) | Home school liaison procedures established. Information pack distributed to all parents.  Email group to be set up | T. Morris/SG | From April 2019 ongoing. | Maintain and improve pupil’s progress within all areas of the curriculum.  Evidence from reviews/PEPs |
| Continue to improve outcomes for pupils with an additional need of ASC. | Training for whole staff with C.Bruder from CAMHS in conjunction with Midland Psychology  Strategies shared by EW  Learning plans for students with ASC discussed and reviewed regularly | C. Bruder/EW | On going | Improved curriculum delivery to ASD pupils. Evidence of ASC friendly strategies in place.  Students with ASC making good progress.  March 2020- changes board in place/visual tt’s developed. |
| Lunch arrangements allow all pupils to have suitable nourishment | Provide variety in access to food e.g. canteen, in a separate area, with staff support etc. to ensure mental health issues do not prevent pupils eating. | T. Morris | Jan 2020 still on going as new students arrive | All pupils partake of food available at lunch and break times. |
| Continue to develop pupils’ access to a broad spectrum of physical education to promote health and well-being (specifically girls). Student to take part in team activities with other settings | Staff to provide opportunities in a variety of P.E. – link to Rugby world cup/6 nations.  Look at a variety of experiences (e.g access to local gym) so that all pupils find something they can participate in. To include group and 1:1 experiences. | CM/TS | April 2020 | All pupils improve their physical health and engage in at least 1 PE/sports session a week  School team entered for at least one competition outside of school- booked for May 2020- Currently 5/7 girls involved in PE- boxing/karate. Cancelled due to CV19. |
| The curriculum continues to challenge and supports all pupils irrespective of need. | Provide opportunities for all pupils to have a flexible curriculum, including 1:1 where necessary. | SG/ZS | Dec 2020 | Maximum pupil achievement and improved outcomes are achieved- tracking data  Pupils are proud of their success  Exam arrangements identified so all students can access exams.  March 2020- already 15 students that have |
| All staff have continue to update their SEND knowledge and utilise this in their teaching/support of students.  Staff to complete SEN diploma. | In-house training sourced/ZS/CB/EW  Daily briefings- Monthly staff training | CB/ZS/EW | Summer 2020-postponed due to CV 19 by Jan 2021 | All pupils and families report that they feel supported in school and make progress regardless of any barriers to learning.  Quality first teaching is seen across the curriculum  Students irrespective of need make better than good progress/access to curriculum |
| School achieve attachment aware school status (STIAA status) | ZS to attend 3 VS training sessions and complete audit | CB/ZS/SG/JS | Courses start March 2020 (delayed due to CV-19)- Complete March 2021 | Action plan written/Status achieved/evidence of strategies used. |

Review date: Oct 2021