## **🌟 Accessibility Plan for The Haven School**

### **2024–2027 (3-Year Plan)**

**Reviewed Annually**

### **Vision:**

To provide an inclusive, supportive, and trauma-informed environment where all learners, regardless of need, can engage positively in education, thrive emotionally, and make meaningful progress.

## **🔍 Priority Areas & Actions**

### **1. Improve Engagement in PE for Girls**

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| **Objective** | **Actions** | **Timescales** | **Responsible** | **Success Criteria** |
| Increase engagement and enjoyment of physical activity for girls | - Conduct pupil voice surveys with female students - Provide choice-based PE options including dance, yoga, fitness - Ensure PE kit is inclusive, comfortable, and sensitive to needs - Train PE staff on trauma-informed and gender-sensitive practice | 18months | PE teachers, SENCo, keyworkers | Increase in participation levels by 20% over 2 years; positive feedback from female students- This year we had our first all girls sports team enter an interschool event and we then had two mixed sporting fixtures held. 40% of sports day participants were girls. |
| Create a safe and supportive PE environment | Design PE activities that minimize public performance and allow gradual participation  - Offer smaller, single-gender or mixed by choice groups  - Provide trauma-informed coaching |  | SLT, PE staff, keyworkers | Reduced behaviour incidents in PE; increased reported enjoyment by girls-  RM shows some improvements |

### **2. Develop Restorative and Reflective Practices (Especially for Students with Trauma)**

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| **Objective** | **Actions** | **Timescale** | **Responsible** | **Success Criteria** |
| Embed restorative approaches across the school | - Provide regular staff training in restorative practice - Implement structured reflection spaces and tools (e.g. emotion check-ins, reflection journals- led by keyworkers) - Establish clear protocols for restorative conversations after incidents | Begin Year 1; embed by Year 2 | DSL, SLT, Keyworkers | All staff trained; Reduction in suspensions and repeat behaviour incidents- Suspension data has halved from last year- No repeated suspensions- Use of NVR approaches has helped significantly.  ZS/ROG continue to engage with LA’s RRP course and have had several visitors to the school who have found the school's approach to be effective and have taken ideas back to their teams for implementation |
| Support students with trauma to engage with learning | - Build on relationships with Keyworkers and parents  - Use PACE and trauma-informed approaches in all classrooms - Implement regular supervision and reflective practice for staff | Year 1 onwards | SENCo, DSL, Keyworkers Safeguarding Team | Improved engagement and attendance for identified students- Some improvements in attendance noted |

### **3. Develop an Environment That Reduces Sensory Stimuli and Promotes Calm**

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| **Objective** | **Actions** | **Timescale** | **Responsible** | **Success Criteria** |
| Create sensory-friendly classrooms and communal areas | - Audit all learning spaces for sensory triggers (noise, lighting, visual clutter) - Introduce calm zones, neutral colour schemes, low-stim lighting - Use noise-reducing materials (carpets, soft furnishings)  -Sensory diet box in each room | Audit Year 1, Implement Year 1–2 | Site Manager, SENCo, Class Teachers | Audit complete; 100% of classrooms meet sensory-friendly criteria- Audit partially complete  Sensory boxes in each classroom working well |
| Provide access to regulation spaces and tools | - Create sensory regulation spaces - Provide training on use of sensory tools (e.g. weighted items, noise-cancelling headphones) - Establish regulation routines (movement breaks, sensory diets)- support from OT for specific students | Year 2 | SENCo, SLT, Keyworkers | Students using regulation spaces appropriately; reduction in dysregulation/students return to lessons |

### **4. Adapt Curriculum and Lesson Delivery to Support Low Literacy Learners**

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| **Objective** | **Actions** | **Timescale** | **Responsible** | **Success Criteria** |
| Ensure curriculum is accessible to all literacy levels | - Use visuals, dual coding, and scaffolded tasks - Provide audio support for texts and instructions - Design topic-based curriculum integrating literacy support - Embed pre-teaching vocabulary sessions  -Laptops available in all classrooms  -Adaptive teaching training delivered | Year 1–2 | Curriculum Lead, Literacy Lead, Teaching and Learning lead | All departments show literacy scaffolding in lesson plans; improved literacy outcomes- Lots of good work happening in this area. Now appointed Literacy lead for Sept 25. ROG has delivered several sessions on adaptive teaching as has KG- focus for learning walks Autumn term 25 |
| Build staff capacity to support literacy needs | - Train staff in literacy strategies for SEMH settings - Use reading assessments to tailor interventions - Create a whole-school literacy strategy | Start Year 2, embedded by Year 3 | SLT, Literacy Lead | Improved reading ages; staff confidence in delivering accessible content increases (staff survey)- will start this year with new literacy lead and SENCo in post.  Reading ages have improved and regular 6 monthly testing has taken place. More pupils now read out loud in class and read for pleasure. |

## **📅 Monitoring & Review**

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| **Review Period** | **Activity** |
| Termly | SLT reviews progress against actions with key staff |
| Annual | Accessibility Plan reviewed and updated in consultation with staff, students, and parents |
| Ongoing | Student voice and behaviour/engagement data collected and analysed |

## **👥 Consultation**

* **Students:** Focus groups and feedback forms, especially from key groups (girls, low-literacy learners, trauma-impacted students)
* **Staff:** CPD sessions and feedback loops to ensure understanding and buy-in
* **Parents/Carers:** Workshops and regular communication on trauma-informed practices and support strategies

## **📌 Summary of Goals**

* Increase female engagement in PE by 20% over 2 years
* Fully embed restorative practices by end of Year 2
* Ensure all learning environments meet sensory-friendly criteria
* Improve literacy access and outcomes across all subjects