

Cleaswell Hill School Accessibility Plan 2023-2026

3 Key Areas

Focus	Impact	Evaluative Review
Personal Development Curriculum		
Food and Nutrition: <ul style="list-style-type: none"> A special interest group are researching and further developing a tailor-made whole school approach to food & nutrition and ARFID (Avoidant Restrictive Food Intake Disorder) A graduated response includes; staff training, curriculum design and delivery, targeted support and therapeutic intervention 	<ul style="list-style-type: none"> Increase staff understanding of ARFID and its impact Graduated response will effectively address the needs of children with ARFID Collaborative practice, eg. paediatricians, dieticians, parents/carers, CYPS, supports greater understanding and improved outcomes for pupils and families This process will be iterative, however a regularly reviewed action plan will continue to drive standards within a climate of continual improvement Accurate assessment of need is reflected within the annual EHCP process leading to high quality personalised targets, personalised provision and improved outcomes 	Nov 2023 <ul style="list-style-type: none"> -Group have continued to meet -Scoping activities -Graduated response completed and shared with SLT -Currently updating assessment of pupil cohort to include new intake -Links made with external specialists eg. dietician/OT to support collaborative practice -Clarification of level of support available from external specialists eg dietician -Charities and their offer of support -Area Lead has continued to access training
Learning Environment		
Enabling environments: <ul style="list-style-type: none"> Indoor and outdoor learning environments facilitate the design and delivery of a responsive curricula Recognition of the complex and additional needs of a small cohort of pupils has led to further development of a highly staffed and personalised engagement curriculum and designated learning spaces for children who find it very challenging to access the school setting Interventions Cabins are installed and used effectively 	<ul style="list-style-type: none"> Children with complex and additional needs are accessing education Provision supports emotional wellbeing and engagement in purposeful activity Pupils exhibit fewer behaviours of distress, which has a positive impact on staff wellbeing and safety. Reflective pedagogical and therapeutic practice supports professional capital and improved pupil outcomes Therapy assessments and interventions are being carried out within the therapy cabins, supporting a shared understanding and improved pupil outcomes Collaborative practice, e.g. LA, parents/carers, external professional and agencies supports wider understanding of pupil high level of need 	Nov 2023 <ul style="list-style-type: none"> - Highly individualised therapeutic provision in place for complex need -Cabins installed and in use daily -Updated Engagement Pathway rationale includes Engagement + -High level of staffing enables pupils to access learning -Collaboration with external agencies eg CYPS -Reduced demand having positive impact -Reduction in behaviours of concern for some pupils -Forensic observation for pupils who continue to display dangerous behaviours

<ul style="list-style-type: none"> The Appleby Centre satellite provision for 6th form pupils provides vocational learning opportunities 	<ul style="list-style-type: none"> Access to small spaces supports the needs of pupils and others with reduced pressure and demand on class bases Access to the Appleby Centre provision prepares pupils for adulthood and transition to further education, supported employment and supported/independent living 	<ul style="list-style-type: none"> -Intervention cabins installed and in use daily -Appleby Centre opened in September and working well for 6th form provision
Quality of Education		
<p>Written Communication:</p> <ul style="list-style-type: none"> A special interest group are researching and further developing a tailor-made whole school approach to written output to include handwriting and the use of technology to record learning Staff are trained in the development of fine motor skills, pre-handwriting and handwriting skills A range of specialist software is identified for different pupil cohorts Assistive equipment is utilised where appropriate, e.g. specialist keyboards 	<ul style="list-style-type: none"> Where possible, children have developed the visual, spatial and physical skills to record written output Children are recording their work at a level commensurate to their ability through improved handwriting and competence with technology, e.g. Nessy fingers keyboard skills, Clicker, Talk to Type 	<p>Nov 2023</p> <ul style="list-style-type: none"> -Evidence available regarding gap between reading and writing skills -Focus linked to English Subject Leads to move forward