

SUCCESS FOR EVERYONE: ACTION PLAN

Name of setting: [Hollywood Primary School](#) Date Completed: [December 2019](#)

Date for Renewal: [December 2022 \(3 Year Plan\)](#)

1: SETTING INFORMATION

1.1. Vision and Values:

(Describe your ongoing ethos and vision relating to inclusion/accessibility)

Hollywood's mission statement is:

'Working together realising potential'

Our mission is to develop each child as a caring, confident and independent young person and to play a full part in a changing world.

Aims and Guiding Principles

1. We aim for the highest possible standards of learning and teaching in all subjects through a broad and balanced curriculum
2. We aim to promote an enthusiasm for learning that is life long and enables our children to grow as independent, confident young people in a changing world
3. We aim to foster an ethos, which creates an atmosphere of mutual trust, respect, courtesy and co-operation.
4. We aim to provide a safe, secure and happy environment.
5. We aim to develop and maintain strong links with our parents and community in a spirit of partnership in the education process.
6. We aim to always consider the needs of our children as individuals regardless of gender, race, ability or disability
7. We aim to develop a child's creative, physical and aesthetic talent awareness and appreciation.

Staff realise the importance of planning for inclusion to ensure that the curriculum is accessible to all by use of resources including support staff. We strive to make this an integral part of our work and thinking so that we may continually improve our practice.

1.2. Meeting the Diverse Needs of the Community:

(Describe the range of needs met within the setting including those children with SEN/LAC/children in need, vulnerable groups, etc. Please quantify in terms of numbers of children)

These are the numbers of SEN children at the time of writing the plan:

Number of SEN Children	59 (+ 13 RB = 72)
Total SEN Support	50
Total Provision Plan	3
Total Education, Health and Care Plan	6 (+ 13 RB = 19)

The school has good accessibility for all staff, children, parents and visitors. The school is on 1 floor with ramp access to all classrooms from outside. There are 2 disabled toilets one with full wash down facilities. The school has 2 disabled car parking spaces which parents of pupils in the Resource Base use.

The school has an Autism Resource Base for 13 pupils. There are 2 classes and 5 staff. The children are split not by age but by ability. Our Otter class is working on Foundation Stage Skills and our Deer class is working towards national curriculum. All of the children in the Resource Base have some time during their week with mainstream pupils.

The school has 2 Learning Mentors that support children with their Social and Emotional Needs.

There are 2 Looked After Children.

There are currently no Children in Need.

All vulnerable groups are identified and have tailored support for their needs.

1.3. Consultation around the Action Plan/Audit:

Views of other Setting Staff/Outside Support Workers:

All staff were involved with the Success for Everyone Audit. Staff were split into groups of 3 and each given a standard. (Staff were best matched to each standard). Staff used the salmon line to judge how well we were meeting each standard and provided evidence for each objective within the standard.

We have excellent working relationships with all of our Outside Agencies (EPS, PSS, CAT, PDSS, SSS and SALT) and have worked closely with them to achieve many of the features on the Accessibility Plan.

Views of Parents:

(Describe the outcomes of any consultations made with parents)

We regularly consult with parents about the support that we offer and ask for suggestions to improve.

Parents that we have spoken to about the inclusive practice of our school are pleased with the support that Hollywood offers. Parents feel that their children are fully included and their needs are met at Hollywood. They feel that there are a good range of interventions and resources in place to support their children. Parents have also told us that they feel that they can approach staff if ever they need advice or support.

Views of Children and Young People:

(Describe the outcomes of any consultations made with children)

Children are involved with termly I.P.R's (Individual Pupil Reviews). Feedback from these shows that children like the school and are happy to be a part of Hollywood.

When children have their I.E.P reviews, children generally feel that they are making progress with the strategies in place to support them.

2: AUDIT

Summary of Success for Everyone Audit 2019

Standard	1	2	3	4	5	6	7	8	9	10
Audit point	10	9	5	10	10	9	9	5	7	7.5

Summary of Success for Everyone Audit 2016

Standard	1	2	3	4	5	6	7	8	9	10
Audit point	8	9	7.5	9	8	8	8	8	6	8

Summary of Success for Everyone Audit in 2013

Standard	1	2	3	4	5	6	7	8	9	10
Audit point	6	7	6	7	7	6	7	6	7	8

As you can see Hollywood still continues to make progress. But due to staff absences and other areas of need within the school, the audit has now flagged up standards that we need to go back and work on. Standards 3 and 8 are the main areas to target.

Following the Audit, what are your Priorities for the next year?

<p>Standard 3 – Staff Training All staff feel confident to teach all of the children and young people in the setting. Training in new strategies and initiatives promotes and exemplifies practice. The school/setting actively seeks to explore inclusive practice with other settings and external support agencies in order to develop the best possible provision for its children and young people.</p>		
<p>Priorities</p>	<p>Which Standard does this priority relate to? Main standards listed.</p>	<p>Who will lead on this priority?</p>
<p>3.1 The training needs of all staff, relating to inclusion, are audited and reviewed annually</p> <p>3.4 Staff expertise is actively shared with the whole school community.</p> <p>3.7 Settings/schools plan strategically to meet training requirements across the locality.</p> <p>3.8 All new staff are placed on an induction programme which familiarises them with the school/setting’s inclusion policy and provides strategies for supporting the learning of vulnerable groups of children and young people.</p> <p>3.11 All staff update their skills and knowledge through continuous professional development review and using e-training materials.</p> <p>3.12 The impact of training on inclusion is evaluated in terms of staff attitude, confidence and practice.</p>	<p>3.4 3.7 3.12</p>	<p>HT/DHT/AHT/HLTAs</p> <p>SENCo</p> <p>All staff</p>

Standard 8 – Pupil Participation

Schools, settings and centres ensure that procedures are in place to ensure that children and young people are consulted and engage in decision-making on relevant aspects of life in schools and their communities. Children and young people are enabled and supported in making a positive contribution and their voices will be heard.

Priorities	Which Standard does this priority relate to? Main standards listed.	Who will lead on this priority?
<p>8.2 All children and young people are provided with opportunities to learn how to make decisions; solve problems and express informed opinions.</p> <p>8.3 All staff plan to give children and young people increasing opportunities to make choices and decisions and to develop problem-solving skills.</p> <p>8.4 All children and young people are included in the making of decisions and the solving of problems relating to setting/school as a whole.</p> <p>8.5 Children and young people attend review meetings.</p> <p>8.9 Settings ensure that a range of methods, appropriate to the age, communication needs and abilities of the young people involved, are used in the consultation process.</p> <p>8.12 Children and young people are encouraged to set themselves personal goals, celebrate their successes and monitor their own progress.</p> <p>8.13 All children and young people help each other to achieve their goals, e.g. peer tutoring, mentoring, buddying.</p>	8.5 8.9 8.12 8.13	SENCo SEN Pupil Review Team TAs

Objective/s (From the Feature chosen)	Access sibility Code*	ACTIONS			HOW WILL YOU MEASURE THE IMPACT ON OUTCOMES FOR EVIDENCE <small>What evidence will you collect to show that the objective has impacted on outcomes for vulnerable/disabled children and adults?</small>	WHEN TO ACHIEVE BY <small>Short term: 1 yr. Medium term: 2 yr. Long term: 3 yr. Provide date</small>
		HOW (How will we get there?)	WHO (Who needs to do what?)	RESOURCES (Who and what do we need to help us?)		
3.4 Staff expertise is actively shared with the whole school community.	C and I	Audit of staff skills Peer Lesson observations TA peer observations Staff to watch interventions and use ideas in class.	SENCo to design audit. SLT to organise observation timetable SENCo to organise intervention timetable	Audit Teacher timetable TA timetable Intervention timetable Staff to cover	Lesson observations and feedback sheets. Staff impact – Sharing good practice. Children impact – Staff have better ideas to use in class with the children.	Medium Term To be achieved by July 2021.
3.7 Settings/schools plan strategically to meet training requirements across the locality.	C and I	Audit of staff training needs. Share audit with local schools. Look for similar areas of need and together look for training.	SENCo to design audit. SENCo to meet with staff at SENCo Network meetings. SLT and OA to look into available training.	Audit SENCo Network Meeting Training packages available.	Staff evaluation sheets of training. Resources from training sessions. Staff impact – Feel more confident as learning new skills. Sharing good practice with other settings. Children impact – Staff have better ideas to use in class with the children.	Medium Term To be achieved by July 2021.
3.12 The impact of training on inclusion is evaluated in terms of staff attitude, confidence and practice.	C and I	Training evaluation forms	SENCo to design evaluation form Staff to complete form after each training session.	Training evaluation form	Staff evaluation forms show an increase in confidence and an increase in skills gained. Staff impact – Staff are aware of particularly good training. Staff can share good practice learnt on courses. Children impact – Staff have better ideas to use in class with the children	Medium Term To be achieved by July 2021.

<p>8.5 Children and young people attend review meetings.</p>	<p>C and I</p>	<p>Discuss idea with Head teacher, SMT, Parents and Children about children attending review meetings and in what capacity.</p>	<p>SENCo to organise meetings with groups.</p>	<p>Discussions with other settings that have children attending review meetings about how they carry out the meetings.</p> <p>Time to meet with parents and children and ask their opinions.</p>	<p>Children will attend their review meetings or will have the chance to put their views forward and to have their opinions and wishes taken into account.</p> <p>Staff impact – Staff will see first-hand what children feel about their targets and their views about school life.</p> <p>Children impact – Children will hopefully feel that their opinions are valued and that issues can be resolved.</p>	<p>Medium Term</p> <p>To be achieved by July 2021.</p>
<p>8.9 Settings ensure that a range of methods, appropriate to the age, communication needs and abilities of the young people involved, are used in the consultation process.</p>	<p>C and I</p>	<p>Consultations with a core group of SEN children with a range of needs.</p>	<p>SENCo to pick a group of pupils to be part of the consultation group.</p> <p>SENCo to set up regular meetings with consultation group.</p>	<p>Time to meet with children and ask their opinions.</p> <p>Bank of ideas to share with pupils.</p>	<p>Minutes from consultation group meetings.</p> <p>A bank of templates children can use to record their thoughts.</p> <p>Staff impact – Pupil views can be shared with staff and parents.</p> <p>Children impact – Children can have their views heard.</p>	<p>Short Term</p> <p>To be achieved by July 2020.</p>
<p>8.12 Children and young people are encouraged to set themselves personal goals, celebrate their successes and monitor their own progress.</p> <p>8.13 All children and young people help each other to achieve their goals, e.g. peer tutoring, mentoring, buddying.</p>	<p>C and I</p>	<p>Consultations with a core group of children – SEN, GAT, PP, EAL...</p> <p>Staff to plan in sessions in class for children to set personal goals.</p> <p>Time to celebrate success both in class and whole school.</p> <p>Set up a system of peer support in school through mentoring and buddying.</p>	<p>SLT – Consultations</p> <p>Class teachers to plan in personal goal sessions.</p> <p>SMT to discuss ways of celebrating success in school.</p> <p>SMT to discuss with other settings how they use peer support and adapt for Hollywood.</p>	<p>Time</p> <p>Ideas on peer support from others schools.</p>	<p>Notes from consultation meetings.</p> <p>Personal goal lesson plans.</p> <p>Photographs of celebration sessions.</p> <p>Notes from meeting with other schools.</p> <p>Staff & Child impact – Staff see a more rounded version of the pupil. Children can share success outside of the learning environment.</p>	<p>Long Term</p> <p>To be achieved by July 2022.</p>

By focusing on this standard (and its features) are you:	*Accessibility Code
Increasing the extent to which everyone can participate in the school curriculum?	C
Improving the physical environment so everyone can take advantage of education?	E
Improving the delivery of information so that it is accessible to everyone?	I