

Middleton School Development Plan

Updated Nov 19



Core Values:

At Middleton school we value:

- a **SAFE** and **SECURE** environment in which pupils feel confident to engage in new experiences and grow as a learner.
- A **VIBRANT** and **MEANINGFUL** curriculum which enriches life opportunities and engages the pupil at their own individual level.
- The **PUPIL VOICE** in an environment where all pupil contributions are listened to, valued and incorporated into small scale and large scale decisions alike.
- **INDEPENDENCE** and **RESILIENCE** in preparation for future life experiences and optimum individual potential.
- **KINDNESS** and **FRIENDSHIP**, fostered through the holistic ethos of the school and mutual respect for all.
- **WELL BEING** for all stakeholders including pupils, staff, visitors and families.
- **HIGH ASPIRATION** and **PERSONAL ACHIEVEMENT** for all. Pupils are encouraged to extend their learning through enrichment opportunities, gaining confidence in their skill set to equip them for their adult life. Pupils are encouraged to not set boundaries upon what they may achieve, but to strive for their own personal goals in life.

The following school development plan indicates priorities for development over the next one year, three years and five years.

Items coded in black are yet to be developed.

Items coded in orange are part way through development.

Items coded in green have almost reached completion and are unlikely to appear on the next school development plan.

Through the initiatives laid out in this plan, Middleton School aims to continue to

Provide:

- A safe, happy, fun and secure environment in which adults and children learn through their own experiences and develop their individual interests and strengths;
- A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- An environment in which each member of the school community feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.

Develop in the school community:

- Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds;
- Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity, ethnicity, gender and sexuality;
- Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely;
- Questioning, thinking and problem solving skills;
- The necessary life skills, understanding and knowledge for each key stage within school which will eventually be relevant to transitions, adult life, employment and the wider world.

Encourage:

- Each child to be independent, confident and able to apply themselves to tasks and physical activities;
- Positive relationships between parents/carers and staff, parents/carers and their children.
- Respect for democracy and for public institutions and services

Leadership and Management (1) – 1 Year Plan

What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources	
Governors						
1	Governors to attend Herts STEPS training to gain a further understanding of the ethos behind therapeutic behaviour management.	INSET	A majority of governors have attended the course	Governors will have an understanding of the ethos that underpins behaviour management at Middleton School.	STEPs trainers and Governors	1 day
2	Maintain a full complement of governors	Ongoing	We have a full governing body	Maximised scrutiny and constructive support are available to the Headteacher and SLT	CoG / HT	
3	A governor will oversee website compliance with particular regard to the new website.	Spring 20	Monitoring is in place.	We will ensure that the website is compliant with all the statutory information required	Dep CoG	
4	Governors will investigate and implement ways of improving links between parents/carers and the Governing Body.	Ongoing	Practices are put in places which increase these links.	Parents and Carers will have a greater understanding of the work of the Governing Body.	CoG / All Governors.	
5	For Governors to become familiar with the new Ofsted Framework.	Spring 20	Governors are confident in their knowledge of the new Ofsted framework.	SLT supported by Governors in their understanding of the new Ofsted framework. Knowledge shared.	CoG	
6	Review Governor Skills Matrix and put in place any actions to fill any gaps in knowledge or skills.	Autumn 19	Matrix has been complete and training identified.	Any gaps in knowledge and understanding will be planned for and courses / training opportunities found.	CoG	Time and appropriate training
SLT						
5	For senior leaders to become familiar with the new Ofsted framework	Aut 19	Information regarding new Ofsted framework cascaded through staff and Governor teams.	Confidence among staff team that we are striving to maintain Outstanding criterion.	DeH	Training courses E09 £400

6	To appoint an Assistant Headteacher	Jan 20	Assistant Headteacher in post	SLT roles and responsibilities shared among three team members.	DeH	Time £800
7	Restructure roles and responsibilities of SLT	Dec 19	Roles of individual members of SLT clear and acted upon.	Leadership of school managed with greater efficiency.	DeH	Time
8	New Headteacher will set up regular mentor meetings to support her own induction.	Ongoing from Aut 19	Regular meetings between the headteacher and mentor are taking place	Headteacher will have support to develop expertise and knowledge in new role	HT / Govs	Time
9	Headteacher and new Deputy Headteacher will diary time to support induction of Deputy into new role.	Ongoing from Aut 19	Regular mentor meetings between the Head and Deputy are taking place.	The Deputy Headteacher will have support to develop expertise and knowledge in their new role.	HT / DHT	Time
10	Headteacher and Deputy Headteacher will attend a conference together to enhance school planning and development.	Spring 20	The time has been booked.	Head and Deputy will have dedicated school development time before the writing of the next school plan.	HT / DHT	£1,000 from training budget E09
11	SEF Senior Leaders will rewrite the SEF in line with the new Ofsted guidance being consulted on in framework	Aut 19	Updated SEF reflects the current analysis and evaluations undertaken.	SEF shows the impact of the work of the school and can inform any external inspection which may take place	SLT	Time
12	Middle Leaders will undertake observations to enable them to make accurate judgements about the quality of teaching and learning in their department.	Ongoing	Middle leaders will implement a programme of focused observation and learning walks in order to identify strengths and development areas.	Middle leaders will have the capacity to make judgements about teaching and learning in their department.	DeH SLT	Training and Cover costs. £400
13	Review out of date policies.	Ongoing	Policies are reviewed and updated on website and T Drive	School and staff supported by policies which accurately reflect our practice.	SLT	time

3 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Investigate the possibility of extending the school capacity	Autumn 21	Plans consulted and LA in discussion	Additional teaching space and increased capacity.	DeH DiH JH	????

Staff Development (2) – 1 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Provide opportunities and budgetary support for staff wishing to attend training specific to their objectives and/or career aspirations.	Ongoing	Staff have attended appropriate training opportunities.	Staff will be up to date in current educational practice with regard to the school's current educational priorities.	All staff	£1,280 training budget E09
2	Support 1 members of staff through MA studies.	19/ 20	Member of staff has completed MA.	Improved pedagogical understanding. Sharing of knowledge with other members of staff.	AC	Yr1 LA funded support Y2 Sponsored
3	Support 1 member of staff through the Level 4 qualification in School Business Management.	19/20	Member of staff has completed Level 4.	Working towards succession planning for SBM.	DiH NO'N	£1500 from training budget E09
4	Support one member of staff through the Level 5 teaching PE in primary schools.	19/20	Member of staff has completed Level 5 qualification.	Member of staff will be qualified to teach Primary PE.	DH TW	£1230 Sports Premium
5	Organise training in <ul style="list-style-type: none"> Teaching Children to Read Phonics Training Off site Learning SALT support topics 	2019/20	Training has taken place.	Staff will have a greater understanding of their role in supporting children in these areas.	SLT	£300 from training budget. CU E19
6	Consult with all stakeholders to review the school day timings to allow for whole staff training during contracted hours.	Autumn 19	Whole staff team have opportunity to train each half term during contracted hours.	Pupils will benefit from consistency of knowledge and skills shared by whole staff team via training.	DeH	Time and meetings.
7	Provide leadership training for new Headteacher.	Summer '20	New Head teacher has acquired knowledge skills and	School led and managed with greater competence. Leadership networks created.	DeH	Staff development budget

			confidence to manage her role successfully.	Mentor to Head teacher in place.		£2,000 E09
8	Provide leadership training for new Deputy Headteacher.	Autumn '20	New deputy Headteacher acquires leadership skills appropriate to his role.	New Deputy Head teacher is able to support Head Teacher to lead the school. SLT roles defined and clear.	MMc	Training Budget E09 £300
9	Provide safeguarding DSP Training for new Deputy Head teacher	Spring '20	1 DSP and 2 deputy DSPs trained and in place.	Team of three colleagues with responsibility for managing the safeguarding of pupils across the school.	MMc	Training Budget E09 £300
10	Provide STEPS tutor training for new Deputy Headteacher.	Summer '20	Deputy Head has qualified as a STEPS tutor.	Three qualified STEPS trainers in post in the school.	MMc	Training Budget E09 £700
11	Seek Training within Mental Health and Well being for lead teachers across the school.	Spring '20	Lead staff are more informed with regards to a well being initiative being promoted across the school.	'Well Being' Lead and support team in post. Staff more aware of the impact and strategies to support mental health concerns.	DeH MMc KM LS JO LC	Training Budget E09 £500
12	Seek 'fire marshal training' and also training in the appropriate use of fire extinguishers for all staff.	Summer '20	All staff familiar with appropriate use of fire extinguishers. Fire marshals attended training	Safer outcome for all stakeholders in the event of a fire.	Dh MMc JH CH	Training Budget E09 £500

Training / Performance (3) 1 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Review and implement a coherent induction process for new staff.	By March 2020	Induction package is in place.	There will be a consistent approach to induction for all staff. Staff competent and confident in their roles.	DeH DiH	Time
2	Support a continuing programme of peer visits to classrooms to develop teacher and TA skills and maximise on opportunities for learning from each other.	Ongoing	All staff have had the opportunity to visit other classrooms.	Spread ideas and good practice between staff.	DeH MMc	Time and cover £300 E02/E03
3	Review criteria by which teachers are monitored and observed in light of new Ofsted framework.	Dec 19	Teachers are being observed under new framework criteria	Judgements made with regard to quality of teaching and learning will reflect Ofsted criteria	SLT	Time
4	Provide signing and use of symbols training for staff to increase their confidence in using them.	Oct INSET and then through the year	Signing is more visible throughout the school (Monitor through observations).	Children will benefit from the use of sign and symbols to support communication.	DeH LC JO FM SALT	Time
5	Well Being Organise small scale regular opportunities to get together outside of teaching time.	Ongoing	These are on our calendar on a regular basis.	Staff will have some 'together time' outside of the teaching day.	SLT	£250 for refreshments E08
6	Organise extra curricular clubs for staff to attend after school.	By March '20	A range of staff clubs are established.	Staff morale and well being is improved.	DeH RH TW	specific to club
7	Introduce well being package for staff; sick pay for TAs, Friday lunch, birthday day etc	Ongoing	Staff have a healthy work life balance and access their 'benefits'	Staff well being held in high regard. Staff value their place of work.	SLT	£2,500 lunch E08 £4,000 E03 £1,000 E03

Curriculum and Assessment (4) 1 Year Plan	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Middleton Frameworks Complete the Middleton Frameworks for PSHE to include Key Skills and have them in use.	By Spring 2020	The Framework is complete and in use.	Consistent measurement of pupil progress against m Scales.	DeH	Leadership time
2	Organise external moderation opportunities in Literacy and Numeracy for schools using M scales.	1 st one by Dec 19	The meetings are held regularly providing opportunities for moderation.	Schools using M Scales (including ours) will have a chance to moderate pupils work and agree levels.	DeH LC JO	Meeting time
3	Phonics Continue to monitor progress in phonics to track the impact of this initiative on pupil progress in literacy.	Termly	We can chart pupil progress in phonics and have baseline progress information.	We will be able to make a judgement about what satisfactory, good and outstanding progress looks like in phonics.	LC	Leadership time
4	Review the content and structure of the Middleton Curriculum, involving all stakeholders in the evaluation of current curriculum	By Dec '20	Clarity of curriculum intent among all staff.	Pupils access a broad and balanced curriculum relevant to their individual needs.	DH	Time
5	Review sequential structure of the curriculum, particularly with regard to the Foundation Subjects	By April 2020	Implementation of the curriculum is sequential.	Pupils embed knowledge to long term memory and follow next steps in learning	SLT and subject teams	Time
6	Review the delivery and assessment of Measure. Ensure more consistent exposure across curriculum subjects.	Easter 20	Assessment within this strand of mathematics is more accurate.	Pupil progress in this area will be closer to that of progress in Number.	HoDs	Leadership time

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
7	Create M scale assessments for the teaching of PE at Middleton	By Autumn 20	M scale assessments for PE in use across the school	Pupils make measurable progress within PE.	DeH TW RH	Time
8	Develop more effective communication between the Jigsaw Team and the class teachers.	Summer 20	The provision in Jigsaw links closely with the provision in class. Assessments more accurate	Jigsaw Leads plans reflect learning needs of specific pupils. The class teacher will be more aware of the work the Jigsaw children are carrying out.	SLT and the Jigsaw Team	Meeting Time £100
9	Review performance of those pupils no longer attending Jigsaw due to good progress. Is this progress maintained?	Summer 20	Attainment data indicates which pupils need to attend Jigsaw in future.	Pupils make progress due learning style which matches their individual needs.	JC DeH	Time
10	LOtC (Learning Outside the Classroom) Appoint a co-ordinator for LOtC and send them on up to date training.	Spring 20	An individual has been on training and has taken on responsibility for this area.	The system for off site visits has been reviewed and updated if necessary to conform to current practice.	DeH to appoint (MMc TW)	£300 from training budget E09
11	Update and review LOtC planning and risk assessments.	INSET Autumn 19	System for planning of LOtC has been reviewed.	The school will ensure that practice in this area is up to date.	LOtC co-ordinator	Time

Curriculum and Assessment (4)
3 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Create M scale assessments for the teaching of Science, ICT at Middleton	By Spring 21	M scale assessments for Sci/ ICT in use across the school	Pupils make measurable progress within Science/ ICT.	DeH MMc FS	Time
2	Create M Scale assessments for the teaching of the Creative Arts.	Autumn 21	M Scale assessments made within Creative Arts across school	Pupils make measurable progress within the Creative Arts	DeH and the Cr.Arts Team	Time
3	Up date monitors ICT resources within ICT Suite	Spring 21	ICT suite re-launched with new resources	Pupils access resources relevant to the ICT curriculum plan	MF DeH	£10,000
4	Up date ICT resources within classrooms	Spring 21+ Aut 21	Classrooms have updated ICT resources	Improved access for staff and pupils to ICT resources	MF DeH	£7,000

Behaviour (5) 1 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Monitor number of RPI logs in the record book and analyse ways in which the number of recorded RPI can be reduced.	Over 2019/2020	RPI logs indicate a reduction in quantity.	Pupils managed without the use of RPI wherever possible.	DeH LC	Time and discussion
2	Revisit aspects of STEPS at regular points throughout the year.	From Autumn 19	We have timetabled STEPS training time in each half term.	To embed STEPS practises and paperwork throughout the school.	DeH / LC	1 slot per half term
3	Monitor the statutory paperwork for those pupils for whom RPI is likely.	Ongoing	We are confident that all plans and paperwork are on the shared drive and up to date.	All paperwork is complete and shared with parents in case of a challenge to our practice.	DeH / LC Class teachers	Time
4	Provide full STEP On and STEP Up training for staff who have not completed it.	Autumn 19	The majority of staff are STEPS trained.	The majority of staff will be able to carry out and support safe restrictive physical management and will understand the therapeutic approach to behaviour management.	DeH / LC / ANO	1 day set aside for training £320 E09

Children's Health and Well-Being (6) 1 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Re-visit the Healthy Eating / Lunchbox policy and issue guidelines for parents and carers.	Dec 19	New guidelines are issued in advance of the new term	To encourage healthy eating for those children whose parents provide lunch.	SLT	Leadership Time
2	Continue to expose the children to new sports and activities which support a healthy lifestyle.	19/20	Each department has taken their children to experience one new physical activity.	To encourage a healthy lifestyle and to give the children ideas of things they could do in their time outside school	HoDs	3x£150 per department Sports Premium
3	Find opportunities to develop self-confidence in children through leadership of small groups in a variety of contexts.	Spring 20	We can demonstrate examples of pupils taking the lead and decision making in a supported env'ment	An increase in self-confidence and self-esteem as demonstrated by pupil actions and pupil voice.	HoDs	Meeting Time
4	Purchase further CPD for staff on Children's Mental Health and Well Being.	Autumn/ Spring 19	The CPD has taken place	Staff will have a greater understanding of Children's Mental Health and will know what support may be available.	SLT	£500 Training Budget E09
5	Appoint a Well Being lead for the school and create a team to support in this role	Autumn 19	Team in place and supporting pupils in school.	Pupils are aware of people and strategies who may help them in a time of need.	DeH	
6	Create an action plan to examine well being and mental health support for pupils in school.	Spring 20	Actions identified and planned for to support pupils with mental health.	Pupils able to express concerns in a supportive and structured environment.	WB lead and team	
7	Provide training to support our parents and carers in e-safety, parenting and other areas of interest.	19/20	Parents have attended training	Pupils supported at home through increased parental knowledge and skills.	DeH SG MF	Meeting time and resources

3 Year Plan	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Targeted year group of pupils to attend at least one session a week in a mainstream school in their home geographical location.	Spring 21	Pupils access one session a week with mainstream peers	Pupils have opportunities to socialise with local peer group.	DeH and the Cr.Arts Team	Time

Wider Community (7)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Inreach Further develop Inreach provision as a way of providing training and support for staff parents and carers of pupils who are educated in DSPL 4.	Sept 19 onwards	We have at least one booked training session per half term.	Children outside our school benefit from techniques and practices that are put into place as a result of training at Middleton.	LC	6 meetings £25,000 Outreach Income
2	To monitor the impact of Outreach on the Middleton Community.	Ongoing from Jan 19	We are sure that maintaining Outreach levels match our capacity	We are clear that running the Outreach service at current levels is not detrimental to children at Middleton	DeH / LC	£25,000 Outreach Income
3	Understanding Community Through support for local and national charities encourage pupils to understand how they can support other people in society who might need help.	Ongoing	Children have some understanding that the charity events they do are not only fun but have a purpose in supporting others.	Children will have an understanding that they are part of a local and wider community and that they can contribute to the well-being of others.	DeH and staff	Classroom time and assembly time.
4	To increase links with mainstream peers, initially through sport and other opportunities.	Summer 19 onwards	Reciprocal visits to schools for activities have been made.	Middleton children will have the opportunity of meeting and interacting with children from local mainstream schools.	SLT TW	Time to organise and carry out.
5	Review the School Prospectus and publish for circulation in wider community	Aut '19	New prospectus in circulation.	Wider community aware of the education Middleton has to offer.	DeH	Time and reprographic £100 E22
6	Re design the school web site, ensuring Ofsted compliance and clarity of information.	Aut 19	Up dated website in existence	Local and wider community able to access information with clarity.	DeH MF	Time and software

7	Introduce an Open Day for wider community to visit the school.	Summer 20	Local community observe the school 'in action'	Pupils share their achievements and wider community aware of the work that goes on in school.	SLT SG	Promotion
8	Share PSHE M Scales with other mainstream schools.	Spring 20	A range of schools have purchased the M scales product and it is in use in schools beyond Middleton.	Opportunities for moderation with other settings.	DeH	Production £1,000 E22
9	Plan a Saturday 'fun' session for families, led by SALT to learn sign within a relevant and engaging set of activities	Spring 20	Parents/ carers have attended our Saturday family training session	Pupils communicate more effectively at home as well as within school.	SALT DeH SG	Resources

3 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Explore the possibility of leasing the hall to provide an income for the school.	Autumn 20	We receive an income from private lettings	Resources for the school can be purchased.	DeH DiH SG JH	Key holder
2	Create links with local community providers to fundraise and also invite into school.	Spring 21	Local community groups visit school regularly	Pupils have opportunities meet groups within society beyond immediate peer group.	SLT	Time

Environment (8) 1 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Improve and replace signage at the front of the school.	Jan 20	New signage in place	Front of school welcoming, bright and clean with information clearly displayed.	DeH JH	Signs £700
2	Redecoration of front visitor foyer.	Jan 20	Front foyer clean and tidy and refurbished.	Welcoming first impression for visitors	SLT Admin staff	Paint etc! £200 E12
3	Investigate ways to increase the number of parking spaces available in the school grounds.	By Autumn 19	There are more parking places available for staff and visitors. Bespoke parking for minibuses	Everyone will be able to find a parking space without resorting to kerb and grass space parking.	DiH DeH	Project costs unknown. Possible grant/ sponsorship
4	Research the possibility of a meeting room to be constructed on the roundabout	Summer	We have knowledge of budget requirements and are actively fundraising for this item	Plan for a professional place to meet with parents and other professionals	DeH	Project costs unknown (as above)

3 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Continue to replace fencing with new multicolour long life fencing	Autumn 20	Fencing in place	Aesthetic improvements and secure site for pupils.	DeH DiH JH	Fencing £8,000
2	Replace school Roof	Summer 21	Roof replaced.	Site weather proof and roof leaks no longer exists.	DeH DiH JH	???? Grant??

5 Year Plan

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Investigate the possibility of building a drama/ dance studio	Summer 23	Studio built and in use	Additional teaching and letting space.	DeH DiH JH	????

Equality Objectives Action Plan 19 / 20

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Timing	Review Date
Celebrate the cultural and religious diversity of the school through themed activities and days.	Religion or Belief	Eliminate discrimination and foster good relations.	SLT	1 themed activity per department per term has taken place.	During 2019/20	Spring 20
Celebrate the cultural and religious diversity of Britain through themed events and focus week, recognising and promoting fundamental British values.	Religion / Belief / British Values	To eliminate discrimination and foster good relations	SLT / Staff teams	At least one themed event has taken place. Focus week planned for May 20.	During 2019 / 20	Summer 20
Further develop staff and parent expertise in developing approaches which support the progress of children who have speech, language and communication difficulties.	Disability	Eliminate discrimination and advance equality of opportunity	SLT	Evidence of the increased and regular use of sign and symbol during the course of lesson observations. Parents have attended training sessions.	During 2019	Spring 20

ACCESSIBILITY PLAN

The aim of this Accessibility Plan is to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school and which allow parents and carers better access.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

	TARGETS	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
SHORT TERM Curriculum	Supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child once notification has been given of an imminent arrival	Seek advice from the LA about specific items which would be appropriate and essential for the child to access the curriculum.	Appropriate equipment is readily available for the child to access the full curriculum.	Short term once notification has been received of the forthcoming admission of a disabled pupil.	Child given every facility to access the curriculum.
Curriculum	Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	Broad and balanced curriculum offered alongside able bodied peers.	As and when trips are considered as a beneficial addition to support the curriculum.	Equal opportunities for disabled child to participate in off-site activities.
Information	Ensure that key policies and written information accessible via the school website is supported by an app which provides symbols to assist with reading.	App trialled on website and purchased if effective.	Information accessible to those who are not fluent readers.	Ongoing	Parents will be able to retrieve information electronically and use electronic aids to support their access.
LONG TERM Physical	Ensure all new building works conform to accessibility guidelines	Use of appropriate support from LEA	Building completely accessible to all	Ongoing	Physically accessibility of school maintained

Key to abbreviations

DeH	Debbie Hartley
MMc	Matt McLaughlin
SLT	Senior Leadership Team
Di H	Diane Hart
SG / FLO	Sharron Graffato
GB	Governing Body
CoG	Chairman of Governors (Gemma Jeffrey)
Dep CoG	Deputy Chairman of Governors (Ben Riley)
SALT	Speech and Language Therapists
LC	Lisa Cox
AC	Alison Crumpton
TW	Tom Wildey
RH	Rachel Hart
JH	John Hayes
CH	Calum Hartley
MF	Matt Farnborough (ErudITe)
JC	Julia Cowell
JO	Jackie Otley
FM	Fiona Mills
HoDs	Heads of Department
ANO	Member of staff not yet identified