GREAT ARLEY SCHOOL

Dare to Dream, Aim to Achieve

Our values are:
Positivity;
kindness;
confidence;
determination;
independence

Our vision is:
To become a great provider & recognised leader of SEND in Lancashire
To provide the right curriculum that is personalised for every child to ensure they reach their full potential
To provide a safe & thriving environment for both staff and pupils where wellbeing is paramount

Our mission is:
At Great Arley School, we deliver exceptional, inclusive education in a safe, nurturing environment, empowering every student to meet challenges, build resilience, dare to dream, and achieve their aspirations, with emotional well-being at our core.

Great Arley School Accessibility Plan 2024-2027

Objective 1: To strengthen the teaching and learning of English across the whole school.

Strategies:

i. Phonics Tracker developed to support identification of gaps in pupils' knowledge and understanding and interventions address these.
ii. Teachers use consistent and progressive strategies to explicitly teach spelling, so pupils gain an awareness that words are richly connected.
iii. Teachers use a variety of strategies to improve pupils' reading fluency (accuracy/rate/expression/punctuation)

Objective 2: To develop Pupil Voice to incorporate at all levels of leadership throughout school

Strategies:

i. Schedule regular Pupil Voice opportunities (school council, digital leaders, and subject interviews) and include in all SLT, KSL and governor meetings, ensuring feedback is recorded, shared, and actioned
ii. Pupils feedback, attend and present at their own AR and Behaviour for Learning meetings.

Objective 3: To nurture pupils' wider interests including but not exclusively a love of reading beyond the classroom

Strategies:

i. Timetabled provision for pupils to experience and develop interests beyond the curriculum. A wide range of clubs and activities offered at lunch and after school
ii. Pupils to participate in range of curriculum enrichment activities including but not limited to RSC programme, aspirational activities & Great Debate
iii. More students reading for pleasure

2024 – 2027 Evaluation		
Objective	**Strategy**	**Outcome**
Objective 1: Improve provision for SLCN, sensory processing and social and emotional and mental health	i. Design and create a therapy hub including space and provision for speech and language therapy, occupational therapy, physiotherapy and sensory/play therapy ii. Design and create a nurture centre with provision for social, emotional and mental health needs ii. Develop key staff to enhance provision for SLCN, sensory processing and social and emotional and mental health	Both the Therapy and Nurture hubs are now complete, providing targeted interventions for children. Elklan-trained staff support additional SLCN pupils, and an Occupational Therapist creates sensory passports for individual pupils, improving sensory processing and SEMH self-regulation. New pupil folders aid in easy information retrieval, and Health Care Plans are in place for all pupils needing emergency medication. PLGs are streamlined with termly reviews, and SALT sets targets for relevant pupils. A sensory passport review system is established, and a Learning Journey/Intervention overview is in development. A new Physical Restraint Policy ensures a consistent approach to challenging behaviour, with detailed recording supporting potential referrals. This academic year has seen a reduction in suspensions, behaviour incidents, and physical interventions.
Objective 2: Achieve the Elklan Communication Friendly Setting (CFSe) accreditation	i. Train and support all staff in communication and language development. ii. Show evidence of embedding this knowledge in targeted interventions and through the implementation of a Communication Policy.	Training has been completed and portfolio submitted. School is accredited with the Communication Friendly School Award by Elklan.
Objective 3: Implement the Gatsby Benchmarks	i. Track progress towards The Gatsby Benchmarks using online tracking tool: "The benchmarks define world-class career guidance and were developed on behalf of Gatsby by Sir John Holman as part of an international study." 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance	The latest Compass+ evaluation undertaken with KE and Lancashire Careers' Hub showed that we have made 100% progress over the academic year 2023-24 towards all 8 Gatsby Benchmarks

	ii. Plan developments accordingly using the above tool	