



	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome Criteria</b>	<b>Review</b>
<b>Short Term</b>	Increase pupil awareness of the wide range of disabilities including hidden disabilities.	Improve the curriculum so that children develop a deeper understanding of people with disabilities including hidden disabilities such as autism.	MD / Class teachers	From September 2023	Children increase their awareness of a greater range of both hidden and visible disabilities.	March 2024
<b>Medium Term</b>	Increase staff understanding of executive functioning skills and how these can affect children with ASD and ADHD.	<p>Improve staff understanding of neuro-diversity.</p> <p>Support teachers to effectively adapt the curriculum for pupils through the use of metacognition.</p> <p>Training from the Educational Psychologist on executive functions and their impact on children’s learning and social development.</p>	RH / Class teachers	From October 2023 to July 2024	<p>Staff are able to differentiate and adapt the curriculum for pupils who have difficulties with aspects of executive functioning and/or dyslexia.</p> <p>Children are supported with their social development through learning plan targets.</p>	Sept 2024
<b>Long Term</b>	Limited facilities for pupils with sensory difficulties.	Improve the range of sensory equipment available for pupils.	RH / SLT / PTFA	From September 2023	Pupils are able to readily access sensory equipment	Sept 2024
<b>Long Term</b>	The Forest School and pond areas need to be improved to allow easy accessibility for pupils with physical disabilities.	Improve access into the Forest School area and the pond area.	RH / SLT	From September 2023 to July 2025	Pupils with physical disabilities are able to access the Forest School seating and fire lighting areas, and can easily access the pond area.	September 2023