

## **ACTION PLAN – ACCESSIBILITY**

<b>FOCUS</b>	<b>PRESENT POSITION</b>	<b>PLANNED POSITION</b>	<b>KEY TASKS</b>	<b>REVIEW DATE SUCCESS CRITERIA</b>	<b>RESOURCE/ TIME</b>	<b>PERSONNEL INVOLVED</b>	<b>MONITORING: WHO/WHEN/ HOW</b>
<p><b><u>1. CURRICULUM ACCESSIBILITY</u></b></p> <p>a) Differentiated teaching to meet the needs of all pupils</p>	All subjects differentiated	<p>i) Maintain this position</p> <p>ii) Continue to monitor to ensure the continued meeting of <u>all</u> children's needs.</p>	<p>i) Monitoring of teaching, learning and planning.</p> <p>ii) Ensure staff are always aware of the needs of any new pupils.</p>	<p>Ongoing/<u>all</u> children's needs are catered for.</p> <p>All lessons continue to be differentiated.</p>	Leadership and subject co-ordinators time	<p>Leadership team</p> <p>SEN Governor</p> <p>Class Teachers</p> <p>Teaching Assistants</p>	<ul style="list-style-type: none"> <li>• Planning and workbook scrutiny</li> <li>• Lesson observations</li> <li>• Pupil Progress Meetings</li> <li>• Data Analysis</li> <li>• Weekly Teacher and TA meetings</li> <li>• Staff Performance Management</li> </ul>

<p>b) Ensure that any specialist equipment children may need is available in School</p>	<p>Equipment in school allocated by SENCo</p>	<p>To ensure equipment in School is fit for purpose and examine the future need of the School and purchase equipment</p>	<p>i) SENCO to ensure equipment is being used appropriately and is fit for purpose  ii) SENCo to act on advice from outside agencies.  iii) Prioritise future needs  iv) Order equipment as and when the need arises and as funding is available</p>	<p>Ongoing.  School well equipped to meet the needs of all our pupils</p>	<p>SENCO time Budget</p>	<p>SENCO</p>	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• SEN review meetings.</li> </ul>
<p>c) Ensure staff training on effectively delivering the curriculum to all levels ensuring equality for all. Increase awareness of SEN within the school</p>	<p>Training needs identified through Performance Management</p>	<p>To continue to identify training opportunities.  To upskill identified Teaching Assistants using the Apprenticeship Levy.</p>	<p>Enrol Teaching Assistants on programme.</p>	<p>On going.  Broad range of teaching strategies adopted to meet different learning styles. Adapted materials produced/used to meet needs. Teaching Assistants gain qualifications resulting in improved confidence in meeting the needs of their pupils.</p>	<p>Use of INSET days  SENCO time Budget</p>	<p>All people responsible for carrying out Performance Management within the school.  SEN Governor</p>	<ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• Training log</li> <li>• Weekly Teacher and TA meetings</li> <li>• Staff Performance Management</li> </ul>

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<p><b><u>2. PHYSICAL ACCESSIBILITY</u></b> a) Full access for disabled children, staff and parent/carers</p>	<p>School mainly accessible as on the flat, no significant steps. Steep slope to forest school area, some corridors too narrow for wheelchair access.</p>	<p>i) All corridors to be cleared of restrictive furniture etc.  ii) Access route through to classroom and forest school to be devised should a disabled pupil come on roll.</p>	<p>i) H&amp;S Walks to ensure cleared corridors  ii) Advice will be sought on appropriate access should a disabled pupil come on roll.</p>	<p>Ongoing</p>	<p>Budget</p>	<p>Office Manager Caretaker</p>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• H&amp;S Governor</li> </ul>
<p>b) Disabled toilet facilities</p>	<p>Two disabled toilets in the school building. One in the EYFS and the other in the School Hall</p>	<p>None at present</p>	<p>If required, immediate review of the facilities.</p>	<p>Ongoing review</p>	<p>N/A</p>	<p>Office Manager SENCo Caretaker</p>	<p>Leadership Team H&amp;S Governor</p>

c) Suitable outside areas and equipment	Most play areas accessible	To develop the outdoor area and to offer opportunities for children with disabilities to engage creatively outside.	Maintain and continue to put in new equipment	Ongoing review	Budget/PTFA funds for improvement of outside area.	Office Manager School Community	HT H&S Governor
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<b><u>3. AWARENESS</u></b>							
a) To continue to challenge stereotyping through curriculum opportunities	PSHE lessons and Assemblies increase understanding and tolerance	To develop opportunities to learn about disabilities to increase awareness amongst the pupils.	<p>Include disability within Anti-Bullying week discussions with the pupils.</p> <p>Identify learning opportunities (i.e. disability sports) to discuss with the children.</p>	Pupils' increased understanding and tolerance of disability.	PSHE co-ordinator time Planning time	Leadership team PSHE co-ordinator Class Teachers	<ul style="list-style-type: none"> <li>• Planning scrutiny.</li> <li>• Lesson observations</li> <li>• Monitoring of Assembly.</li> </ul>
b) To promote the ethos of inclusivity to new staff and the wider community.	<p>New staff attend induction meetings with SENCo.</p> <p>School environment displays</p>	Induction and training as and when needed; particularly for when new staff join.	<p>Training needs identified through Performance Management.</p> <p>SENCo to deliver short staff meeting – What is inclusivity? What does it look like? How can we make our classroom more accessible?</p>	New staff share this ethos and it is evident within their classroom environment.	<p>Allocate meeting time.</p> <p>Training budget.</p>	SENCo Classroom Staff	<ul style="list-style-type: none"> <li>• Induction records,</li> <li>• Training log</li> <li>• Classroom walks.</li> <li>• Policy reviews.</li> </ul>

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<p><b><u>3. COMMUNICATION</u></b> Parents and pupils with disability have access to all relevant school information</p>	<p>Parentmail email and text is the main form of communication with parents. Paper communication goes home to parents who request it.</p> <p>Verbal and written communication is the main form of communication with the pupils.</p>	<p>Review and take advice on communication routes should a disabled pupil or parent require it.</p>	<p>Take advice and make adjustments if required.</p>	<p>Parents and pupils with disability have access to all relevant school information.</p>	<p>SENCo time Budget</p>	<p>SENCo Classroom Staff Office Staff</p>	<p>Positive feedback from relevant staff members, parents and pupils.</p>
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<p><b><u>4. SUPPORT SERVICES</u></b>  a) To continue to use specialist forums.</p>	<p>Individual pupils referred to specialist external agencies.</p>	<p>To continue to use specialist external support services as and when required.</p>	<p>Attend LIFT meetings. Attend SENCo training and update meetings.</p>	<p>Ongoing.  School has developed an efficient network of support and children have the relevant and timely support required.</p>	<p>SENCo time.</p>	<p>SENCo</p>	<p>HT</p>

<p>b) To continue to apply for High Needs Funding for individual pupils</p>	<p>Applications made for High Needs Funding for individual pupils.</p>	<p>To continue to make application for HNF as and when required.</p>	<p>SENCo to complete relevant paperwork.</p> <p>Present information at LIFT meetings.</p> <p>Obtain external assessments to support applications.</p> <p>Engage with parents to notify the application process.</p>	<p>Ongoing.</p> <p>Receipt of High Needs Funding.</p>	<p>SENCo time.</p>	<p>SENCo</p>	<p>Ensure staff provide the relevant level of support when funding approved through:-</p> <ul style="list-style-type: none"> <li>• Pupil Progress Meetings</li> <li>• Data Analysis</li> <li>• Planning and workbook scrutiny</li> </ul>
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