



Accessibility Action Plan 2017-2019

In line with the 2010 Equality Act.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.				
Short Term Targets	Strategies	Timescale	Responsibilities	Success Criteria
Meet with new parents and nursery providers to review new intake	Meet with parents/care workers/nursery providers to identify any additional needs and extra provision required.	Summer term ready for September intake. Autumn term ready for January intake.	EYFS lead SENDco	Provision in place. Equipment is bought in advance ready for use. Staff are trained to meet individual needs.
Establish close liaison with parents.	Regular meetings with parents. Review meetings each term.	On-going	Class teacher SENDco	Clear collaborative working approach.
Ensure close liaison with outside agencies for pupils with ongoing health needs, eg severe asthma, epilepsy or mobility issues	Regular review meetings with key personnel.	On-going	Class teacher SENDco	Clear collaborative working approach.
Ensure full access to the curriculum for all children.	Create contracts to work with specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects. 	On-going	Headteacher Teachers SENDco Subject leaders External agencies	Advice provided and acted upon. Differentiation evident in classroom practice. ASD children supported to access the curriculum.

	<ul style="list-style-type: none"> • A range of support staff including trained teaching assistants. • Multi-media activities to support most curriculum areas. • Use of Interactive ICT equipment. • Specific equipment sourced by occupational therapy. 			
<p>Medium Term Targets: To finely review attainment of all SEND pupils.</p>	<ul style="list-style-type: none"> • SENDco/Class teacher meetings/Pupil progress. • Lesson observations/Book scrutiny/Planning scrutiny to monitor quality of T+L • Monitor quality and impact of support/interventions. • Regular review meetings with parents. 	Termly	Class Teacher SENDco HT Eng/Maths subject leaders	Progress made by all children. Progress towards Support Plan targets.
<p>Monitor Able, Gifted and Talented pupils</p>	<ul style="list-style-type: none"> • Subject leaders to identify and monitor provision and progress within their subject. • Track progress as part of pupil progress meetings. 	Termly	Subject leaders. HT	MAT make above average progress over the year.

Long Term Targets				
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Regularly review statutory policies to ensure that they reflect inclusive practice and practice	Comply with Equality Act 2010	On-Going	HT SENDco Subject leaders	Governors fully informed of SEN provision.
Present to governors	Governors meetings	Annually/termly	SENDco/SEND Governor	All policies clearly reflect inclusive practice and procedure.
Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Improve physical environment of the school	Regular monitor of school layout, checking to identify whether needs of individual children are being met, physical difficulties, sensory and visual impairments when planning and undertaking future improvements and refurbishments of the site such as improved lighting, colour schemes, accessible fittings and facilities.	On-going	HT Caretaker SENDco H+S Governor	Environment enables full access into the curriculum for all.

Ensure all children with disability are able to be fully involved	Access Plans for individual children as part of EHCP process. Undertake staff discussions to identify individual needs. Questionnaire to determine access needs of children and parents.	Spring term 2017 then on going	BY all staff.	Needs of all are met.
Ensure that medical needs for all children are met within the capability of the school.	Create individual health care plans in liaison with parents/school nurse/external agencies.	On-going	SENDco HT School Nurse	Medical provision for all pupils enables full participation in school life.
Ensure disabled parents have every opportunity to be involved in their child's school life.	Interpreters from RNID to help deaf parents at meetings. Access into school enabled through ramps etc Questionnaire parents to identify their access needs. Phone calls home to explain letters where needed.	Ongoing	Whole school team	Parents have full inclusion into accessing school information/news.
Long Term				
Continue to monitor and review playground and facilities.	Pursue funding opportunities. Work with school council to determine views of children.	Spring term then ongoing	Whole school	Inclusive child friendly play areas.
Maintain principles for healthy schools	Work towards healthy school objectives and ECO schools		PSHCE leader. School Council HT Whole school approach	School remains a healthy school

Aim 3: To improve the delivery of information to disabled pupils and parents				
Short Term Targets:	Regular meetings with parents.	Ongoing	All staff	Fully inclusive school.

Ensure all children have access to the curriculum.	Individual learning programmes where needed. Staff trained to support ASD children.			
Medium Term Review children's records to have early identification of particular needs for new children	More thorough meetings with parents of new pupils. Get records from old school quicker. Information passed to class teacher.	When needed on admission to school.	Class teachers SENDco HT	Needs of new children identified early to ensure provision is appropriate.
Long Term Ensure school records are detailed and up to date	Review individual children regularly to monitor progress towards EHC plans. Records passed onto next teacher for continuity.	Termly	Class teacher SENDco	Detailed and up to date records are passed on to next teacher and enable smooth transition.