

Increasing access for disabled pupils to the school curriculum.

Target	Responsibility of:	Action	Time scale	Outcome
To ensure quality first teaching leads to effective differentiation and personalisation of the curriculum for some children	Teaching staff & SENCO to monitor	Teaching staff have a good understanding of how to differentiate especially in a mixed age class- training in differentiation & personalising the curriculum	ongoing	Raised staff confidence in differentiation and personalising the curriculum
To ensure teaching staff have access to appropriate training opportunities	Teaching staff & SENCO to monitor	Access to training opportunities SENCO to keep an up to date log of SEND training	ongoing	Raised staff confidence in supporting children with SEND
To ensure support staff have access to appropriate training opportunities	SENCO to monitor	Access to training opportunities SENCO to keep an up to date log of SEND training	ongoing	Raised staff confidence in supporting children with SEND
To review our 'autism friendly school'	SENCO	Review teaching materials and support for children on the autistic spectrum	ongoing	Greater awareness of autism- resources in place to support our children with autism
Classrooms are organised to promote the participation & independence of all pupils	Teaching staff	Clutter free Equipment in place to support specific children Resources easily accessible for the lesson	ongoing	Wider range of learning opportunities for all pupils
Appropriate use of specialised equipment to benefit individual pupils- in our school ICT resources	Teaching staff	Ensure software has been installed Arrange assistive technology referrals Organise training for specific programmes such as 'clicker' Laptops/ ipads are stored in a suitable place when not in use	ongoing	Pupils have access to ICT resources to support their learning
All out of school activities, trips & residentials are planned to ensure, where reasonable, that they are accessible for all pupils	Teaching staff, HT, EVC, SENCO	Provide guidance for staff on making trips Use places already known Ensure suitability through a pre-visit before the trip Inform parents and discuss suitability and arrangements for the residential	ongoing	All trips are accessible for all pupils

Increasing access for disabled pupils to the physical environment.

Target	Responsibility of:	Action	Time scale	Outcome
To ensure all school staff are aware of the individual needs of a child with a disability	All school staff	Share information Create access plans- especially for any pupils who need support on the stairs Lower level handrails placed on steps outside and on the 2 steps into the classroom area	ongoing	Staff will understand the needs of individuals and the adjustments required to ensure that our environment is fully accessible
To maintain the exterior of the school to aid those with an impairment	School staff handyman	Maintenance of external steps Edges highlighted in yellow paint Maintenance of the handrails on the steps Regular check on outdoor lighting and ensuring it is switched on when dark or dull Ensure pathways are kept clear of vegetation, twigs (trip hazards) In winter ensuring steps and a pathway across the playground is gritted if there is ice or snow on the ground	ongoing	Pupils, staff and visitors will be able to access the school
To improve the outdoor sensory provision	School staff handyman	Keep the prayer garden free from weeds and overgrown plants Plant new plants in the spring with a focus on sensory eg herbs Create new planters on the playground Encourage the prayer garden as a quiet area for pupils and for sensory stimulation	ongoing	Pupils have access to a quiet area at outdoor play Areas for sensory stimulation
To create a sensory area inside school as a 'chill-out' area	School staff	Resources to create a sensory area- variety of textures to hold, touch Coloured light, music		Pupils have access to a quiet area indoors Areas for sensory stimulation

Increasing access for disabled pupils to written information

Target	Responsibility of:	Action	Time scale	Outcome
To review the information sent to parents/carers to ensure that it is accessible	Teaching & Admin staff	Provide information in plain English and wherever possible jargon free Use a clear font for all letters sent home	ongoing	Information sent home will be clear
To ensure that all staff are aware of guidance on accessible formats for pupils	Teaching staff SENCO	Guidance for staff on dyslexia and accessible information (eg use of colour)	ongoing	Raised staff confidence in supporting children with SEND
Annual review and planning information to be as accessible as possible	SENCO	Continue to develop the person centred approaches- documentation shared with pupils & parents	ongoing	Documentation sent home will be clear
Availability of written material in alternative formats	Teaching & Admin staff	All staff and parents are aware of services available for requesting information in alternative formats	ongoing	School information is available to all