

Action Plan

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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Pre-school to review potential intake for Sept 17-20	To identify pupils who may need additional to or different from regular provision for Sept 17 Intake	Sept 2017/2020	<ul style="list-style-type: none"> • HoS • SENDCo • EYFS teacher 	Procedures / equipment / ideas set in place by Sept 2017.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010 Ongoing 2017/20	Ongoing 2017 / 20	<ul style="list-style-type: none"> • HoS • SENDCo • All subject leaders 	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing 2017 / 20	<ul style="list-style-type: none"> • HoS • SENDCo • All Teachers 	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs e.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing 2017 / 20	<ul style="list-style-type: none"> • HoS • SENDCo • All teachers / LSAs • Outside agencies 	Clear collaborative working approach

	<p>To ensure full access to the curriculum for all children</p>	<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 • A range of support staff including trained teaching assistants e.g. Makaton if needed • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy / physiotherapy 	<p>Ongoing</p>	<ul style="list-style-type: none"> • SENDCo • Teachers • LSA's • Outside agencies as needed 	<ul style="list-style-type: none"> • Advice taken and strategies evident in classroom practice • ASD children supported and accessing curriculum
	<p>To ensure appropriate use of specialised equipment to benefit individual pupils and staff</p>	<ul style="list-style-type: none"> • Specific training in word processing skills through Touch Type Programme. • Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. • Special pencil grips • Ear defenders (headphones) • Coloured overlays for pupils with visual difficulty / dyslexia. • Reasonable Adjustments in the Classroom Checklist to be shared with all staff (attached). • Commit to provide appropriate ICT resources to meet pupil need 	<p>Ongoing 2017 / 20</p>	<ul style="list-style-type: none"> • SENDCo • Teachers • LSA's • Outside agencies as needed 	<ul style="list-style-type: none"> • Increased access to the Curriculum Needs of all learners met • Range of specialist equipment and resources in place for pupils with physical needs. • Advice from OT embedded in inclusive classroom practice.
	<p>Develop inclusive, quality first teaching</p>	<p>Information for teachers on differentiating and personalising the curriculum for pupils with additional needs</p>	<p>Staff meeting spring / summer 2017</p>	<ul style="list-style-type: none"> • HoS • SENDCo • All teaching staff 	<ul style="list-style-type: none"> • Increased access to the curriculum. • Needs of all learners met within reasonable adjustments. • Lesson observations show that all children make progress within lessons

	Parental and pupil feedback	Questionnaire / consultation with parents of pupils with SEND.	Spring / summer 2017	<ul style="list-style-type: none"> • SENDCo 	Feedback used to inform future priorities and school improvement.
	To meet the needs of individuals during statutory end of KS2 tests	Pupils will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed Letters to parents (+ ARB pupils) & governors	Spring / summer 2017 Ongoing	<ul style="list-style-type: none"> • HoS • Yr 6 teacher • SENDCo 	Barriers to learning will be reduced or removed, enabling pupils to achieve their full potential
	All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Ongoing	<ul style="list-style-type: none"> • HoS • SENDCo • All teaching staff 	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
	Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Ongoing	<ul style="list-style-type: none"> • HoS • SENDCo • All teaching staff 	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
MEDIUM TERM	To finely review attainment of all SEN pupils	<ul style="list-style-type: none"> • SENDCo / Class teacher meetings / Pupil progress • Scrutiny of assessment system • Regular liaison with parents (at least termly) 	Termly	<ul style="list-style-type: none"> • Termly Class teachers • SENDCo 	<ul style="list-style-type: none"> • Progress made towards Passport targets • Provision mapping shows clear steps and progress made
	To monitor attainment of Able, G & T pupils	<ul style="list-style-type: none"> • Policy and Able G&T list to be updated • Able G&T groups/activities • Monitor Able G&T list 	Ongoing Annually	<ul style="list-style-type: none"> • Able G&T coordinator • Class teachers • SENDCo 	<ul style="list-style-type: none"> • Able G&T children making proportionate progress. • Achieving above average results

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate):</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Elklan training for relevant staff (SaL) • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<ul style="list-style-type: none"> • Variety of learning styles and multisensory activities evident in planning and in the classrooms. • Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
LONG TERM	To evaluate and review the above short and medium term targets annually	As above	Annually	<ul style="list-style-type: none"> • SLT, • Core curriculum coordinators • Governors 	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	<ul style="list-style-type: none"> • SENCO • SEN Governor 	SENCO SMT/SEN Governor Governors fully informed about SEN provision and progress

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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure stimulating environment for all children	<ul style="list-style-type: none"> • Staff mindful of using pastel coloured backing paper for display boards (sensory overload for ASD pupils) • Time out areas in classrooms • KS1 –provision for role play areas. 	Ongoing	<ul style="list-style-type: none"> • Teaching • Non-teaching staff 	Stimulating and inviting environment maintained.
	Ensuring all pupils with a disability have the opportunity to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of SEN planning process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events 	With immediate effect, to be constantly reviewed	<ul style="list-style-type: none"> • Teaching • Non-teaching staff 	Enabling needs to be met where possible.

<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed:</p> <ul style="list-style-type: none"> • First Aid training maintained • Diabetes / asthma / epilepsy / epi-pen training as required • Individual Healthcare Plans completed for all new pupils as required • Emergency asthma pumps located in staffroom • File & display of pupils with medical needs in the staffroom • Medical needs policy updated every 3 years • Asthma pumps checked monthly to ensure in-date 	<p>To be constantly reviewed</p>	<ul style="list-style-type: none"> • HoS • SENDCo • SLT • Occupational health 	<ul style="list-style-type: none"> • Medical needs addressed and supported through individual Risk Assessments for visits / residential etc. • Medical needs display in staffroom • Medical needs file up-to-date in staffroom • Class medical needs files up-to-date • Medical needs file taken on trips / residential with full details of needs of individual pupils • Emergency asthma pumps taken in trips if required
<p>Ensuring disabled parents have every opportunity to be involved</p>	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents • Pastoral Team to make home visits for Parents Evening if required 	<p>To be constantly reviewed</p>	<p>Whole school team</p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education</p>
<p>To ensure all disabled pupils can be safely evacuated</p>	<ul style="list-style-type: none"> • Put in place 'Personal Emergency Evacuation Plan (PEEP) for all pupils with disabilities • Develop a system to ensure that all staff are aware of their responsibilities 	<p>Ongoing</p>	<ul style="list-style-type: none"> • SENDCo • ARB Teacher • Teaching staff with a disabled pupil 	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>

MEDIUM TERM	Improvements to help the visually impaired	Nosing to external steps highlighted in yellow / non-slip paint - monitor and re-paint as needed	Ongoing	<ul style="list-style-type: none"> • Site Manager 	Hazards highlighted to increase safety for visually impaired people.
	Improve the quality of provision for children with specific emotional needs	<ul style="list-style-type: none"> • Increase number of tranquil spaces within school for pupils with additional needs • Time out spaces in classrooms 	Ongoing	SENDCo / Pastoral Leader	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space (described in Individual Learning Plan or Behaviour Support Plan).
	Disabled parking	Ensure disabled parking spaces are always available for those parents and pupils though card display for windscreen	Ongoing	<ul style="list-style-type: none"> • CEO • HoS • SENDCo • SLT 	Disable badge holders able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.
	Gates fitted to school entrance	Gates installed to car park to keep access for staff, external agencies / disabled pupils & parents	2017	<ul style="list-style-type: none"> • CEO • HoS 	No accidents on / outside the school premises
LONG TERM	Continue to develop playgrounds and facilities	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure car park, roads, paths around school are as safe as possible.	<ul style="list-style-type: none"> • Communication with parents via safety messages /newsletters • Bikeability for Year 5/6 children 	Ongoing	<ul style="list-style-type: none"> • SMSC Coordinator • SLT 	No accidents on / outside the school premises
	To maintain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools and Eco schools targets	2017/20	<ul style="list-style-type: none"> • SMSC/Healthy School Coordinator • Whole school approach 	Achievement of award

	Improvements to help those with a hearing loss	Possible hearing loop fitted in hall	2017/20	<ul style="list-style-type: none"> • HoS • SENDCo • SLT 	<ul style="list-style-type: none"> • Communication improved. • Sound system fitted in hall
	Outdoor sensory provision	<ul style="list-style-type: none"> • Develop Peace Garden and outdoor areas in terms of seating, quiet time and sensory stimulation • Calming area for ARB learners 	2017/20	<ul style="list-style-type: none"> • HoS • SENDCo • SLT • ARB Teacher 	Outside areas used more effectively to increase access for pupils

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with Hearing impairment	<ul style="list-style-type: none"> • Regular communication with parents • Interpreter provided for parents' evenings / SEN / annual reviews 	Ongoing	<ul style="list-style-type: none"> • Class teacher • SLT 	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	<ul style="list-style-type: none"> • Regular parental communication • Home / school book as needed • Individualised multi-sensory teaching strategies used for ASD children. • Access to the sensory room as needed • Access to the ARB as needed 	Ongoing	All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors in alternative formats	<ul style="list-style-type: none"> • Symbol software to support learners with reading difficulties (Communicate In Print). • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure accessible for all – use of Communicate in Print signage? 	Ongoing	<ul style="list-style-type: none"> • Class teachers • Teachers / LSA's • Governors • SLT • Office staff 	<ul style="list-style-type: none"> • Written information available in alternative formats and languages, on request. • All admin staff, parents and community users know how to access alternative formats.

MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings SEN Annual reviews SEN meetings Medical forms updated annually for all children with Healthcare Plans <ul style="list-style-type: none"> Health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom Admission info on medical needs 	Annually	<ul style="list-style-type: none"> Class teachers Teachers / LSA's Outside agencies SLT Office staff 	<ul style="list-style-type: none"> Up-to-date medical file (master) in the staffroom and class files allow each teacher / staff member to be aware of disabilities of children in school / classes Medical needs display in staffroom prompts staff recognition of pupils with medical needs
	Provide information in other languages for parents with EAL	Access to translators, sign language interpreters to be offered e.g. SEN reviews, parents evenings	As required	EAL Leader	Parents feel supported and included
LONG TERM	In school record system to be reviewed and improved where necessary (Records on Sims/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	<ul style="list-style-type: none"> SENDCo Senior First Aider Class teachers / LSA's / MTA's SLT 	Effective communication of information about disabilities throughout school
	To ensure that languages other than English are visible in school	Some welcome signs to be multi-lingual	2017-20	EAL Leader	Confidence of parents to access their child's education