

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Our staff have sufficient knowledge of the range of SEN children may present with and how to support these through a regular programme of training. Our outreach staff have sufficient expertise to support teachers in other schools.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ensure DAF funding is use effectively to support the needs of SEN children.</p>	<p>Support parents with application for DAF funding</p> <p>Work with parents and staff to ensure funding is used to meet specific needs of child.</p> <p>Analyse impact of funding on outcomes and well-being of child</p>	<p>Julia Graham</p> <p>Ali Richardson</p>	<p>December 2021 for funding application</p> <p>July 2022 for analysis of impact</p>	<p>Resources purchased through DAF funding ensure that SEN children access the full curriculum and they make at least expected progress from their starting points.</p>

	The curriculum is reviewed to ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Specialist equipment such as iPad apps, adjustable chairs, rollators etc</li> </ul>	Ensure the physical environment is accessible to children with sensory processing difficulties	<p>Consult with OH and PT when supporting children with sensory processing difficulties</p> <p>Make any adjustments to resources used within school and purchase new where required</p> <p>Seek staff training to ensure staff are aware of needs and can adapt activities to include child fully</p> <p>Appoint SEN TA to deliver programme of support</p>	<p>Julia Graham</p> <p>Ali Richardson</p>	<p>September 202 for staff training and consultation with professionals</p> <p>July 2021 for analysis of impact</p>	<p>The physical environment is accessible to all</p> <p>Children with sensory difficulties access the full curriculum and they make at least expected progress from their starting points.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• Makaton</li> </ul>	Ensure a wide range of communication aids are used with SEND children to meet their specific needs and learning styles	<p>Consult with a range of professionals to assess which method of communication suits each child e.g. ASD, COG, EWE teams</p> <p>Include these strategies in SEN SPs and evaluate impact on a half termly basis to check quality and effectiveness</p>	<p>Julia Graham</p> <p>All SEN staff</p>	<p>Ongoing</p>	<p>Information is accessible to all children and communication is adapted by staff to meet their specific needs.</p> <p>Children with communication difficulties access the full curriculum and they make at least expected progress</p>

							from their starting points.
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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	NA		
Corridor access	Mainly clear	To be reviewed according to needs of children and mobility needs where appropriate	Julia Graham	Ongoing
Lifts	None	NA		
Parking bays	None	Discuss implementing a disabled bay in car park with Junior HT	Julia Graham	January 2019
Entrances	Clear and disabled access available throughout building	NA		
Ramps	Ramps available to both buildings	NA		
Toilets	Disabled toilet available for adults and children	NA		
Reception area	Reception area accessible	NA		

Internal signage	All in place			
Emergency escape routes	Escape routes in two points and both accessible via ramps.	NA		