



**Clifford Bridge**  
**Accessibility and Disability Plan 2018 - 2019**



Area	Target	Actions	Lead Person	Time Scale
<b>Participation</b>	To ensure all pupils/parents with disabilities are involved in relevant decision making	Establish consultative group with representatives from disabled people. Survey the views of disabled learners in the school. Collect views of the children and their parents with SEND (Special Educational Needs and Disabilities) to make sure provision is matched to their needs and to ways to continue to improve	Inclusion Manager	From September 2018 Termly meetings on an on-going basis
<b>Management and Administration</b>	To ensure that accurate pupil records are kept for pupils with a disability or SEND and are accessible within school and to parent /carers on request.	Pupil files on Sims.net and CPOMs are updated and completed termly in detail in the SEN package. All documents and records are uploaded onto CPOMs.	Inclusion Manager Admin Team	Ongoing
	All Curriculum School Policies are to include statements on disability and inclusion	As each aspect or subject policy is reviewed, a statement on equality of access should be added if it is not already present	Subject Leaders Leadership Team	Ongoing
	Provision Management further developed across the school.	To meet the needs of identified pupils and support staff are used effectively	Headteacher Inclusion Manager	Ongoing
<b>Admissions and Exclusions</b>	To improve the induction process for pupils with SEND.	Inclusion Manager to visit feeder nurseries or take part in home visits for new children entering the school into Reception or Nursery.	Inclusion Manager	Establish procedure during academic year 2018- 19
	Continue to develop and improve induction process for pupils with SEND	Arrange pre-induction visits for parents to meet with the Inclusion Manager, Learning Mentor and the class teacher to clarify needs and identify necessary	Inclusion Manager	Establish procedure during

		provisions - write care plans where necessary		academic year
<b>School Self-Evaluation</b>	To maintain a clear picture of the attainment of inclusion groups in relation to other children in the school and take actions to address underachievement.	Embed use of tracking grids to monitor attainment data of groups vulnerable to underachievement and measure the gap between these pupils and the cohort. Where issues arise additional actions will be planned for to redress the issue - these will be detailed in yearly action plans for 'Inclusion'.	Headteacher Inclusion Manager	Ongoing over the 3 year period
	To consolidate the local offer and to embed its use within school	Use the Special Educational Needs and Local Offer to ensure our provision is fully compliant and as good as it can be.	Inclusion Manager	Academic year
<b>Provision</b>	To improve provision for pupils with a disability or SEN	Observe lessons across the school with a focus on inclusion - provide advice / training to staff as identified by outcomes of observations and discussion.	Inclusion Manager	Ongoing over the 3 year period.
		Audit resources (textbooks, reading material, posters etc.) available in the school to ensure that they reflect children represented in the school and in society as a whole.	Inclusion Manager, subject leaders	Academic year
		Continue to develop the 'Provision Map' to ensure that resources are updated and best matched to children with the greatest need, fairly across the school	Inclusion Manager	Ongoing
	Ensure staff have the knowledge, understanding and confidence to support disabled pupils or those with SEN in accessing all aspects of school life	Provide all staff with training/briefings on the conditions found in our school (autism, dyslexia, sensory impairments, ADHD, dyspraxia, craniosyntosis, hydrocephalus, haemophilia, diabetes) and others as they arrive, and how children can best be supported in accessing all areas of school life. Provide both generic and bespoke training for support staff in delivering effective interventions	Inclusion Manager to arrange (with outside agencies when necessary)  EP / Inclusion Managers	Ongoing
<b>Information</b>	Improve communications with parents.	Identify families who would benefit from enlarged text, translation or send electronically etc. Make the school newsletters/prospectus/profile available in large print format or send electronically.	Inclusion Manager and Admin staff	To be in place ASAP

	Improve the quality and accessibility of signage around the School.	Ensure that signs displayed around the school are clear to read and where possible supported by pictures to support understanding for children and adults who struggle to read.	Inclusion Manager to monitor - all staff to address the issue	Ongoing over the 3 year period
<b>Physical Access</b>	Improve ease of access for all stakeholders	A focus of half termly site inspections	MAT Business Manager / SSO	Ongoing over the 3 year period

As an AfA accredited school there will be an on-going focus on Inclusion with a particular emphasis on:

- ✓ **Improving communication with parents** through Structured Conversations, by providing more information and by holding termly meetings with parents
- ✓ **Staff Training** - Use of AfA on line resources, training for Inclusion Manager and staff
- ✓ **Ongoing external evaluation of school practice**