

Increasing access and participation to the curriculum for pupils with a disability

Aim	Actions to be taken	Outcomes	Time Frame
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	Identify pupils who may need adapted or additional provision	Provision set in place ready for when the child/ren start school	May - July annually
Ensure the school curriculum is fully accessible to all pupils including those with a disability	<p>Distribute registration form at the beginning of each year to ensure data held in school is accurate and up-to-date regarding disability and medical needs</p> <p>Annual questionnaire to parents to gain their views.</p> <p>Ensure all staff have access to the information.</p> <p>Identify and address training needs of staff to understand and meet the needs of disabled pupils.</p> <p>Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum. Use of visual timetables Additional aids available e.g. pencil grips, coloured overlays. Specialist agencies visit regularly to support staff & pupils e.g. OTs, SENSS, EP</p>	<p>Disability and Medical Registers are up-to-date</p> <p>Use data gained to update the scheme and action Plans</p> <p>Support staff and teachers receive appropriate training.</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p>	<p>Start of each academic year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	<p>Parental and external advice sought as necessary including from specialists to input into HCP & Risk Assessments</p> <p>Advice sought from specialist advisors</p> <p>Educational visit risk assessments ensure access prior to visit</p>	Children with disabilities access school trips, special events, after-school clubs etc	<p>Ongoing</p> <p>As necessary</p> <p>As necessary</p>
Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning	<p>Support for individuals and their personalised needs identified in teachers planning (not identified by name- GDPR)</p> <p>Revisit Statement annually, share progress /outcomes with all staff</p>	Inclusion policy and practice permeates all aspects of the life and work of the school.	Ongoing

To review policies to ensure that they reflect inclusive practice and procedure	Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community	All policies clearly reflect inclusive practice and procedure	Ongoing
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To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Aim	Actions to be taken	Outcomes	Time Frame
Improve the physical school environment	The school will take account the needs of pupils 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, clear signage and more accessible facilities and fittings.	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	Ongoing
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	As full as possible inclusion for all pupils. Safe evacuation in an emergency.	Ongoing

Improve the availability and accessible information to disabled pupils

Aim	Actions to be taken	Outcomes	Time Frame
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing Information about local SEND groups shared with parents via email, hard copy and in the school reception area	School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.	Ongoing
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.	Ongoing