



ACCESS TO THE PHYSICAL ENVIRONMENT

	<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>	<u>Progress</u>
Short term	<p>To be aware of the access needs of disabled children, staff and parents/carers</p> <p>School staff to have better awareness of access and the children’s SEN needs and issues</p>	<p>Create access plans for individual disabled users as part of their provision plan as necessary.</p> <p>I</p>	<p>As necessary</p> <p>Sep 2017</p>	<p>SENCo</p> <p>Leadership team</p>	<p>Individual plans (e.g. Personal Evacuation Plans) in place for all disabled users and staff are aware of all pupils’ access needs.</p> <p>Improved confidence in terms of the school meeting the access needs of its community. Definitely need to consider how FS feels able to manage physical challenges</p> <p>All members of the school community able to access all school activities.</p>	<p>Nov 2018- IEPS have been put into place and the SENCO provided support. This is ongoing. However, a next step identified is work with the lunchtime supervisors to provide training and awareness of issues.</p>
	<p>To ensure that all <u>disabled</u> users can be safely evacuated in the event of an emergency.</p> <p>I struggle with disabled, as actually many of our attachment/ ASD children</p>	<p>Set up Personal Emergency Evacuation Plans (PEEPs) for identified users where necessary.</p>	<p>As necessary</p>	<p>SENCo</p>	<p>All disabled pupils and staff working with them are safe and confident in the event of an emergency situation.</p> <p>I need FS2 and talk to teachers re Yr 4/ 2/6 – fight risks</p>	<p>Nov 2018- Children with physical needs have a PEEP and this is ongoing.</p>

	struggle with evacuation protocol	Develop a system to ensure all staff are aware of their responsibilities.				
Medium term	To ensure entry to the school site and buildings are accessible for wheelchair users and other disabled users and that there is at least one accessible toilet on site.	Request advice from LA planning department	On-going	HT/SBM	Disabled users and visitors are able to access the main areas of the school.	Nov 2018- Upper Redlands can be accessed by disabled users however the main building, the lower floor is accessible but building is a Victorian building and therefore has many steps and if a child/parent needed to meet the meeting would take place on the lower floor and the classroom would be reallocated.
Long term	To ensure all fire escape routes are suitable for all users.	Seek advice from LA planning department.	As necessary	HT/SBM	All common facilities are located on the ground floor, with ramp access.	Nov 2018- ongoing

ACCESS TO THE CURRICULUM

	<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success criteria</u>	<u>Progress</u>
Short term	To ensure all teachers and TAs have access to specific training on disability issues.	Audit staff training needs and identify professional development plan. Flipped accountability document?	On-going	Leadership team	Raised confidence of teachers and TAs in strategies for differentiation and increased pupil participation.	Training for all staff is on-going, Support staff team have received additional training around Speech and Language

	<p><u>SEP 2018- To ensure all staff receive training on dyslexia/ ASD/ attachment aware friendly classrooms.</u></p>					<p>from the Speech and Language Therapists. Some support staff have attended object of reference training to meet the needs of individual children. An ASD advisory teacher has been Some staff members have received training from an Educational Psychologist so develop their skills and understanding around supporting children with social and emotional difficulties This is regularly monitored by the SLT.</p> <p>Nov 2018- Training organised by SENCO- Down syndrome, Attachment and trauma aware, colourful semantics, sound ladder</p> <p>SENCO trained on Dyscalculia aware, Senco accreditation</p>
	<p>To ensure all staff are aware of disabled pupils' curriculum access.</p>	<p>System for information to be shared with appropriate staff (inc lunchtime staff).</p>	<p>As necessary</p>	<p>SENCo</p>	<p>All staff aware of individual pupils' access needs.</p>	<p>2018- ongoing</p>

		Display information relating to individual pupils' needs in staffroom. GDPR – back to awareness book?			All staff aware of individual care plans for pupils with specific allergies and medical needs which may impact on pupils' access to the curriculum.	
	To ensure all staff are aware of, and able to use SEN software and resources.	Audit SEN assistive technologies and other resources and provide list for all staff. Run individual training sessions on use of SEN assistive technologies and use to support children with EAL	Sep 2017 As necessary	SENCo SENCo	Wider use of SEN assistive technologies in mainstream classes. ? assistive technologies Word shark? We have a programme, but it isn't used.. by teachers	2018- Training is ongoing tools such as wordshark, clicker shared with TAs. Relevant training given. Next step to share more widely and consider what the barriers are to being used effectively in the classroom. – SLT and SENCO to monitor.
Medium term	To review all curriculum areas to include disability issues in relation to the requirements of Equality Act 2010.	Include specific reference to disability equality in curriculum reviews and policy reviews to embed a culture of awareness. Do we need to look over range of texts/ images used and also PSHE curriculum to allow for space to teach about ASD/ SDHS/ Dyslexia etc	On-going	Leadership team	Disability issues incorporated into all curriculum areas and policies. Pupils awareness of these issues is increased.	Nov 2018- Books have been purchased on Disability awareness and a range of texts which reflect our global diversity and shared with staff. SLT to monitor.
Long term	To ensure all staff have undertaken disability equality training.	Arrange training for all staff.	As necessary	Leadership team	All staff work from a disability equality perspective.	2018- Training needs to be arranged. In the meantime the SENCO communicates

ACCESS TO INFORMATION

	Targets	Strategies	Timescale	Responsibility	Success criteria	
Short term	To review information to parents/carers to ensure it is accessible.	<p>Consult parents/carers about access needs when child is admitted to school.</p> <p>Review all letters home to check that they are writing in Plain English.</p> <p>Produce newsletters in alternative formats, e.g. large print, Braille according to need.</p>	On-going	Leadership team	All parents receive information in a format that is accessible to them.	NOV 2018- SEN policy is being reviewed to ensure the communication to parents is clear.
	To include discussion about access to information at all annual reviews.	<p>Consult with parents/carers and children about access to information and preferred formats at all reviews. Pupils to be involved in writing and reviewing their IEPs/ Profiles as much as they are able</p> <p>Develop strategies to meet needs.</p>	As necessary	SENCo	Staff more aware of pupils' preferred methods of communication.	

Medium term	To review school brochure to be fully accessible.	Review school brochure to ensure it explicitly welcomes disabled children and those with SEN.	Sep 2017	Leadership team	Parents/carers feel confident in the information they have about the school.	Nov 2018- The website and school brochure has been adapted to talk about inclusive practice and how Redlands. Our next steps are to look at how languages can be changed on the website and accessibility for all.
Long term	To heighten awareness of teaching and SEND support staff in relation to strategies and procedures employed by speech and language therapists for pupils with speech, language and communication difficulties (SLCD).	Provide training in relation to SLCD issues for all staff – oracy work is key here, SEND support training for social communication, early play strategies, attention autism and object of reference.	As necessary	SENCo	Increased confidence of staff in supporting pupils with SLCD needs.	NOV 2018- ECAT will be shared with staff as a whole school strategy. This work is ongoing as the speech and language therapist will provide work individually for those who need it.