

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

Aim	Current good practice	Actions to be taken	Outcomes	Time Frame
Ensure the school curriculum is fully accessible to all pupils including those with a disability	Use of visual timetables Additional aids available, e.g. pencil grips, coloured overlays. Specialist agencies visit regularly to support staff and pupils, e.g. OTs, dyslexia, SENSS, EP	Distribute registration forms at the beginning of each year to ensure data held in school is accurate and up-to-date regarding disability and medical needs. Annual questionnaire to parents to gain their views. Ensure all staff have access to the information.	Disability and Medical Registers are up-to-date. Data gained for use to update the Scheme and Action Plan.	Start of each academic year. Ongoing
		Identify and address training needs of staff to understand and meet the needs of disabled pupils.	Support staff and teachers receive appropriate training, including annual epi-pen training,	Ongoing
		Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.	Disabled pupils have access to equipment appropriate to their needs.	Ongoing to meet identified need.
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible.	Advice sought from specialist advisors. EHCP are used to create individual programmes of study.	Parental and external advice sought as necessary including from specialists to input into HCP and Risk Assessments. Risk Assessments to ensure access to educational visits prior to visit.	Children with disabilities access school trips, special events, after-school clubs, etc.	Ongoing
Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning.	Support for individuals and their personalised needs identified in teachers planning.	Share progress/outcomes with all staff. 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.	Inclusion Statement, policy and practice permeates all aspects of the life and work of the school. Inclusion Statement is reflected in all policy documentation.	Ongoing Ongoing as documentation is reviewed.

Improve the availability and accessible information to disabled pupils

Aim	Current good practice	Actions needed	Outcomes	Time Frame
School to be aware of services available for hearing impaired children and children with other disabilities.	Pupils on roll receive support from specialist services, e.g. OTs, dyslexia, SENSS, EP. Staff meet with parents as often as requested at least once each term.	Access training to meet the needs of individual pupils when and where appropriate.	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