



Strategy 2018-2019				
	Target	Strategies	Outcome	Evaluation
<p>Physical access</p> <p>“Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school”</p> <p>(Equality Act 2010)</p>	<p>To improved facilities for disabled pupils by ensuring fully accessible horticultural area for pupils</p>	<p>Agree plans Ensure funding from PTFA Work with community to ensure completion Audit impact</p>	<p>Improved facilities for disabled pupils Increased accesses to learning opportunities</p>	<p>Achieved Spring 2019</p>
<p>Access to learning</p> <p>“Increasing the extent to which disabled pupils can participate in the school's curriculum”</p> <p>(Equality Act 2010)</p>	<p>To deliver and share strategies to ensure the vast majority of pupils meet challenging EHCP outcomes at the end of each key stage</p>	<p>Co-production of high quality EHCP targets Embed time frames/ expectations Develop writing of PLITS pupils working at Steps 1 - 6 include progress indicators/vocabulary</p>	<p>The vast majority of pupils meet challenging EHCP outcomes at the end of each key stage</p>	<p>Tracking shows this will be achieved by the end of Summer 2019</p>
<p>Access to information</p> <p>“Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled”.</p> <p>(Equality Act 2010)</p>	<p>Staff/parent/carer support – how to promote positive behaviour for pupils with disabilities</p>	<p>Behaviour support plans explained as part of annual review process. Family safeguarding support worker to be employed by school. Increased number of referrals and joint working with Learning Disability Team</p>	<p>Parent/carers show increased confidence in supporting positive behaviour for identified pupils.</p>	<p>Achieved Behaviour support plans explained in increased detail. Acting family support worker has provided advice on behaviour. Joint working with Learning Disability Team to support challenging behaviour at home.</p>

This plan has been written in compliance with paragraph 3 of schedule 10/15 to the Equality Act 2010



Red Marsh School

learn care challenge share

Strategy 2019-2020				
	Target	Strategies	Outcome	Evaluation
<p>Physical access</p> <p>“Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school”</p> <p>(Equality Act 2010)</p>	<p>To improved facilities for disabled pupils by developing the use of and monitoring the impact of the remodelling of EYFS to include a fully accessible nursery and health base to meet the health and therapy needs of all pupils with disabilities.</p>	<p>Organise newly developed areas</p> <p>Agree organisation</p> <p>Timetable Health base</p> <p>Learning Walks throughout areas</p> <p>Monitor impact of areas on pupils learning and emotional health and wellbeing</p>	<p>Improved facilities for disabled pupils</p> <p>Increased accesses to learning opportunities</p>	<p>Achieved</p>
<p>Access to learning</p> <p>“Increasing the extent to which disabled pupils can participate in the school's curriculum”</p> <p>(Equality Act 2010)</p>	<p>To deliver and share strategies to enhance the communication of non-verbal students via intensive interaction techniques.</p>	<p>Train staff in the stages of intensive interaction.</p> <p>Staff to reflect on ways to develop personalised programmes to meet the needs of individual pupils.</p> <p>Programmes to be devised and implemented.</p> <p>Staff to assess progress against personalised targets</p>	<p>Identified pupils show progress in communication against personalised intensive interaction targets and programmes.</p>	<p>Achieved</p>
<p>Access to information</p> <p>“Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled”.</p> <p>(Equality Act 2010)</p>	<p>Develop communication with parents through the exploration of an App to communicate with harder to reach groups via mobile phones.</p>	<p>Develop a protocol for using the app.</p> <p>Train staff how to use App</p> <p>Trial use and seek feedback from parents.</p>	<p>Parent/carers have increased access and understanding of the policies and procedures of school increasing their confidence to support their child’s learning. .</p>	<p>This action has not been completed due to the partial closure of school on the 20.03.2020 due to Covid-19. Target to form part of accessibility plan 2020-2021</p>



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DRAFT Strategy 2020-2021

	Target	Strategies	Outcome	Time Frame
Physical access “Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school” (Equality Act 2010)	To improved facilities for disabled pupils by developing a fully accessible outdoor classroom to enhance our curriculum provision	Agree plans Ensure funding Work with fundraisers / LCC property group to ensure completion Audit impact	Improved facilities for disabled pupils Increased accesses to learning outside the classroom opportunities	Summer 2021
Access to learning “Increasing the extent to which disabled pupils can participate in the school's curriculum” (Equality Act 2010)	To deliver and share strategies to enhance the receptive communication of non-verbal students via body signing techniques	Speech and Language therapists provide training for staff at school Review training Implement ideas Evaluate success of training Share ideas with mainstream at SEND clinic	Identified pupils demonstrate increased understanding of their routines and environment	Summer 2021
Access to information “Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled”. (Equality Act 2010)	Develop communication with parents through the exploration of an App to communicate with harder to reach groups via mobile phones.	Develop a protocol for using the app. Train staff how to use App Trial use and seek feedback from parents.	Parent/carers have increased access and understanding of the policies and procedures of school increasing their confidence to support their child's learning.	Summer 2021