

Action Plan

1. Access to premises

Objective: to reduce and eliminate barriers to access to the school premises for pupils and visitors with a disability - MEDIUM TERM OBJECTIVES				
Aim	Strategies	Person Responsible	Success Criteria	Monitoring
<ul style="list-style-type: none"> ensure entry phones and security systems allow use by people with sensory or mobility impairments? 	<ul style="list-style-type: none"> Explore options for possibly lowering access control panel on security gate or providing a second access button at a lower height 	HT / Business Manager	school funds allow for works to be completed	consider if costs can be included within budget
<ul style="list-style-type: none"> Provide a designated disabled bay in staff car park 	<ul style="list-style-type: none"> Not feasible to provide a designated disabled bay under trees due to uneven ground and width of space available. Designated bay could be provided in main car park however access to car park is restricted during school day. 	HT / Business Manager	school funds allow for works to be completed	Consider feasible options and if costs can be included within budget

Objective: to reduce and eliminate barriers to access to the school premises for pupils and visitors with a disability - LONG TERM OBJECTIVES				
<ul style="list-style-type: none"> provide dropped kerb from access road to main entrance area pavement outside kitchen area and re-surface uneven footpath if budget allows 	<ul style="list-style-type: none"> obtain costings to resurface footpath and provide dropped kerb around kitchen exit area and carry out works if need arises and budget allows. Rear of premises can still be accessed from the car park without the need to use the pavement. 	HT / Business Manager	school funds allow for works to be completed	ongoing monitoring of need vs cost and alternative funding sources to be looked at if specific need arises.
<ul style="list-style-type: none"> ensure all buildings and outdoor areas are accessible for disabled pupils / visitors by the use of ramps/handrails 	<ul style="list-style-type: none"> provide ramp to playground when need arises/budget allows provide ramp to nursery entrance when need arises/budget allows provide handrails when funding allows and when need arises 	HT / Business Manager	school funds allow for works to be completed	ongoing monitoring of need vs cost and alternative funding sources to be looked at if specific need arises.
<ul style="list-style-type: none"> provide covered porch area directly above main entrance 	<ul style="list-style-type: none"> provide canopy directly above main entrance door when funding allows 	HT / Business Manager	school funds allow for works to be completed	ongoing monitoring of need vs cost and alternative funding sources to be looked

				at if specific need arises.
<ul style="list-style-type: none"> Provide induction loop in office off lobby-first point of contact 	<ul style="list-style-type: none"> No current need for induction loop but if need arises, school will investigate costings for portable induction loop for use throughout school 	HT / Business Manager	school funds allow for works to be completed	ongoing monitoring of need vs cost and alternative funding sources to be looked at if specific need arises.
<ul style="list-style-type: none"> Provide a visual alarm system to supplement the audible system 	<ul style="list-style-type: none"> School will investigate costings should need arise and if budget allows 	HT / Business Manager	school funds allow for works to be completed	ongoing monitoring of need vs cost and alternative funding sources to be looked at if specific need arises.

2. Access to the curriculum

Objective: to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. LONG TERM OBJECTIVES				
Aim	Strategies	Person Responsible	Success Criteria	Monitoring
<ul style="list-style-type: none"> Ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities? 	<ul style="list-style-type: none"> All relevant staff have had training in supporting children with SEN and this takes place on an on-going basis. Individual staff attend training relating to specific issues. 	HT / SENCO	all staff feel suitably qualified to support pupils with disabilities	Training records
<ul style="list-style-type: none"> To ensure thorough handover of information from each year group including from Nursery provider. 	<ul style="list-style-type: none"> To identify pupils who may need additional to or different from provision for September 	HT/teaching staff / office staff	Procedures in place to share information prior to 'moving up' day and at the beginning of Autumn term for new pupils	
<ul style="list-style-type: none"> To review all statutory policies to ensure that they reflect inclusive practice and procedures. 	<ul style="list-style-type: none"> To comply with the Equality Act 2010 	HT, all subject leaders	All policies clearly reflect inclusive practice and procedure	
<ul style="list-style-type: none"> To keep up to date with all safeguarding training. 	<ul style="list-style-type: none"> Induction of new staff includes safeguarding training 	HT/ Office staff/ SENCO	Pupils safe at all times / staff aware of reporting protocol	Training records

<ul style="list-style-type: none"> To continue to ensure lessons are appropriately differentiated to ensure the participation of all pupils. 	<ul style="list-style-type: none"> school is committed to the principles of teaching and learning in a range of styles to meet individual children's needs. Assessment for learning ensures that the next steps in children's learning are identified and acted upon. Lessons provide opportunities for individual, group and whole class work and ensure that visual, aural and kinaesthetic approaches are used. Use of specific equipment as required by individual pupils 	<p>HT / Class teachers / support staff</p>	<p>Children make good progress in accordance with their ability and achieve their targets.</p>	<p>Lesson Observations, planning, pupil progress data.</p>
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3. Access to information

Objective: to reduce and eliminate barriers to access to information. LONG TERM OBJECTIVES				
Aim	Strategies	Person Responsible	Success Criteria	Monitoring
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	<ul style="list-style-type: none"> There is no specific need for audiotape or braille at the moment. All information provided by the school is in simple, easy to read language to facilitate understanding for all. We also use a large range of ICT for presentations such as IWB, large screen in the main hall, powerpoint displays, plasma etc 	HT/Teaching staff		Ongoing as required
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	<ul style="list-style-type: none"> We have a wealth of ICT software and hardware in school and the staff expertise to ensure that written information is presented in different formats. 	HT/Teaching staff		Ongoing as required

