



Action Plan including the Accessibility Plan 2019/20

	Targets	What needs to be done?	By whom?	Time	Success Criteria/Impact
Short term (Delivery of information)	Ensure that all staff (including the kitchen staff for food allergies) are made aware of any pupils with a medical condition and be provided with information about their disability.	Regular update shared with staff on medical information. Sheet for kitchen staff with children and condition shown.	SENCO/Inclusion Manager and office staff update with new children arriving mid-year.	Annually starting in September every year (with amendments for new cases throughout the year)	All staff aware of medical conditions and how to assist pupils when necessary.
Medium Term (Delivery of information)	<p>TA and teacher training on medical needs of children, including epi-pen, diabetes, sickle cell and epilepsy (Bucle administration)</p> <p>First Aid updates for all support staff.</p> <p>Staff member administering first aid to complete medical form and return to named first aider at the school office to log the injury on Medical Tracker (Juniors only).</p>	<p>Training by School Nurse</p> <p>Training by First Aid Professional</p> <p>Office First Aider will log injury on Medical Tracker (Junior school)</p>	<p>SENCO/Inclusion Manager to liaise with School Nurse</p> <p>Ambulance Service College/Greencross Training</p> <p>Named First Aiders</p>	<p>Annually</p> <p>On-going – immediately when report is logged on system</p>	<p>TAs and teachers are confident in their role to support individuals with medical needs.</p> <p>All support staff have up to date qualifications.</p> <p>Parent/carers made aware of injury or medication administered to their child due to illness through an email to them.</p>
Long Term (Delivery of information)	Ensure that disabled children's needs are met during after school clubs.	Adults involved in the clubs should check the needs of the children with records in the office, on registers and should consult with class teachers.	Adults taking clubs after school-including staff not from St Ursula's e.g. Super Star Sports	Ongoing throughout the year.	Increased and continued inclusion of all children in after school clubs.



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Short Term (Access to the curriculum)	Enhance children's awareness of diversity e.g. cultural and awareness of disabilities through workshops delivered throughout the year. E.g. Inclusion Week. Use topic based teaching and visual aids, drama and art to appeal to all children.	Use workshops and assemblies to enhance children's knowledge of diversity using varied methods including art, drama, visual aids and displays. Keep SEND parents updated on dates available to their children Para Arts sessions through the 5-19 CAD Teams Local Offer.	Executive Head teacher, teaching staff. SENCO/ Inclusion Manager to organise Inclusion Week	(On-going throughout the year)	Children have increased understanding of diversity in society and are able to celebrate them. They have opportunities to access the curriculum in a variety of ways through topic based teaching.
Medium Term (Access to the curriculum)	Assess and review sports day activities for children with disabilities.	SENCO/Inclusion Manager to liaise with PE co-ordinator and teaching staff to discuss ways to enhance inclusion for disabled pupils in Sports Day. E.g. field events for children with mobility difficulties. Keep SEND parents updated on dates available to their children Para Olympics sessions through the 5-19 CAD Teams Local Offer.	SENCO/Inclusion Manager, PE co-ordinator and teaching staff.	Annually	Events arranged to ensure activities are matched to the needs of all children at Sports Day.
Long Term (Access to curriculum)	School councillors and focus groups involved in giving their views on ways to enhance learning and access to all curriculum areas.	Meeting to be arranged with school councillors and pupils with disabilities to discuss ways to enhance learning and access to all curriculum areas.	Executive Head teacher and councillors	Annually	Children have input and ideas for enhancing and supporting their learning. See Children's Action Plan



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Short Term (Environment)	Ensure that disabled pupils learning environment is appropriate to their needs.	Ensure that appropriate access is provided to pupils. Appropriate resources should be purchased as necessary to meet pupil needs. Continued liaison with agencies to review support.	SENCO/Inclusion Manager, Executive Head teacher, SEN Governor, Governors Resources Committee	Ongoing	Disabled pupils learning environment is appropriately matched to their needs.
Medium Term (Environment)	Continually assess and review specialist furniture/resources for children to access the curriculum.	SENCO/Inclusion Manager to liaise closely with class teachers and agencies to review furniture. Adjustments and purchase of specialist equipment will be made if necessary.	SLT	Ongoing	Furniture and resources in place for children to access the curriculum.
Long Term (Environment)	Embed use of outdoor learning environment to engage and motivate all learners.	Ensure all pupils are engaged and have access to outdoor learning environments.	Executive Head teacher, Eco Leader, Governor Resources Committee and SEND Governor	Ongoing	Vulnerable pupils engaged in learning and improved motivation.



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Needs of children on medical/behaviour grounds who require alternative provision/ Inclusive environment

	Autism/ Social & Communication, Global Delay Development Developmental Disorder/ Social, Emotional and Mental Health Needs, Speech and Language difficulties	St. Rita's Room (junior site) adjusted in accordance to health and safety and individualised risk assessments to meet individual needs and classrooms altered accordingly allowing for a bespoke curriculum to be taught SENCO/Inclusion Manager and designated staff/outside agencies	On-going	Making all staff aware of needs. Making all staff aware of difficulty.
	Hearing/ visual impairment	All staff	On-going	
	Behaviour support Team and 0-5 and 5-19 CAD Team	SENCO/Inclusion Manager and designated staff and outside agencies	On-going	