

Access to the Curriculum

Objective	What	Who/How	When	Outcome	Completed
To ensure all teachers are following SEN policy in the light of current needs.	All teachers need to ensure that they are using Quality First Teaching; setting, monitoring and evaluating appropriate targets on Structured conversations for all children on the SEN and AFA register and liaising with outside agencies and parents as required.	Continual training of staff in order to remove all barriers to learning. Monitor by SENCO	Ongoing	Needs of SEN pupils are appropriately met in terms of the school curriculum.	Policy has been reviewed and updated and agreed by School Governing Body (March 2016). All staff have been provided with a copy of SEN policy and acknowledged contents. Learning walks are carried out on a regular basis to by HT and SENCO to monitor standard of provision for SEN pupils.
Ensure compliance with DDA and SEN Code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel.	Staff and governors meetings/training.	Ongoing	All personnel aware of requirements	

Greater awareness of and confidence in differentiating work to meet the needs of children with SEND	Identify areas where knowledge and skills base needs to be extended	SENCO to investigate what areas of training are required. HT & SENCO to carry out or arrange relevant training in line with current needs of pupils.	Ongoing. Initial meeting to plan for academic year takes place each September, following intake of children.	More highly trained staff in this area. Better access to the curriculum for all children.	Meeting took place in September 2016, and follow up meetings take place each term. A variety of training has been identified and appropriate staff have undertaken the training. Training undertaken by SENCO is cascaded to staff at weekly staff meetings as relevant.
To update and review the accessibility plan on an annual basis.	Carry out an audit of the plan	Review plan and liaise with HT & SENCO for an update on current children with disabilities.	Review in July at end of academic year, in time for new school year.	Plan evaluated and new actions added where identified.	
To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum	Curriculum in accordance with the SEN Policy and successful wave 1,2 and 3 intervention.	HT & SENCO to ensure that differentiation is in place in accordance with SEN policy and monitor intervention. Training for all staff in effective differentiation and relevant staff for support programmes.	Ongoing	Better access to the curriculum for all children regardless of impairment. Children able to access all aspects of the curriculum	

		SENCO to monitor and obtain appropriate evidence.			
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Outreach provision from external agencies. All staff attend appropriate training	Ongoing	Children with ASD are successfully included in all aspects of school life.	All staff completed Level 1 ASD training. 2 members of staff have completed additional ASD training. Access to IDP materials in school with Senco support on using them. Whole school Dyscalculia training delivered by Senco.
All extra curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All teachers. Class Teachers to consider all trips/activities at planning stage and make arrangements/adjustments to allow children with SEND to access/take part as appropriate. Additional support for trip planning available from EVC (Deputy Head). Further Risk Assessments put in place for specific pupils as required.	Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Increase in access to all school activities for all pupils.	Specific Risk Assessments carried out to accommodate SEBD child at sports tournaments after school.
Review TA deployment	In review meetings with teaching assistants	Head, Assistant Head and Senco to review deployment	Reviewed annually in July,	Adult support is available during	

	establish when they are available to support children.	annually and as required throughout the year.	with flexibility as need arises throughout the year.	key times that individual children may need support i.e. lunchtimes, PE lessons, extra curricular activities. Children who need individual adult support to participate in some activities have access to this support.	
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Access to the Physical Environment

Overall, the school has good access for pupils, staff and parents. The school building is mainly on one level. Access to the school hall accessible via the outside door. Access to the main building has a ramp, however immediate access to Class 1 is via 4 steps. Access to Class 2 is via 3 steps. In the outdoor environment, playgrounds are not on an even level and risk assessments would need to be put in place for disabled access. Within the school building there is one disabled access toilet. Corridors and doors are all wide enough to allow wheelchair access, as is the entrance to the hall. The main entrance is accessible via steps and therefore to enter the building disabled access would have to be via the hall. Entrances for pupils are all via a level surface or ramped access. 2 of 4 fire exit doors are restricted by steps, and alternative exits are located close by.

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Ensure compliance with DDA and code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel. Building is compliant with the requirements of the DDA.	All staff/governors to be made aware at training sessions as required. SBM to ensure building compliance.	On-going	All personnel aware of requirements and obligations	
To update and review the accessibility plan on an annual basis.	Carry out an audit of the plan	Review plan and liaise with HT & SENCO for an update on current children with disabilities.	Annually in September	Plan Review Annually	
Classrooms are optimally organised	Review and implement a	Class Teachers to review classroom	Annually at end of summer term/start	Lessons start on time without the need to	Set of Learning Environment

<p>to promote the participation and independence of all pupils.</p>	<p>preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school.</p>	<p>layout annually for September in line with requirements of new class. Adjustments made as required throughout the year.</p>	<p>of Autumn term.</p>	<p>make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.</p>	<p>standards have been drawn up for the school. Learning walks are carried out regularly to review classroom environments. The SMT has been working with individual teachers to organise classroom resources and make better use of space.</p>
<p>To ensure that both areas inside and outside conform to the H&S guidelines</p>	<p>To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an acceptable level.</p>	<p>LA representatives, head, staff, caretaker and governors to carry out risk assessments</p>	<p>When required</p>	<p>Risk assessments carried out on all areas of the building as appropriate. This is an ongoing activity as it is responding to particular needs as and when they arise e.g risk assessment, personal plans.</p>	

Access to information

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Ensure compliance with DDA and code of Practice	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with personnel.	Staff and governors meetings	Ongoing	All personnel aware of requirements	
Availability of written material in alternative formats	The school will be able to provide written information in different formats when required for individual purposes. Make available school prospectus, school newsletters and other information for parents in alternative formats.	The school will make itself aware of the services available through the LEA for converting written information into alternative formats. Review all current school publications and promote the availability in different formats for those that require it.	Ongoing / As required.	Delivery of information to pupils and parents/carers improved. All school information available for all.	Some letters have been translated into Chinese to enable parents to receive key messages.
The school website contains information	School information published on school	SMT to review website and update	Ongoing	Delivery of school information	

that is useful and accessible to parents.	website and updated regularly. Information presented in a way that is clear and easy to understand.	content.		to parents and the local community improved.	
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