

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
<ul style="list-style-type: none"> Increase access to the curriculum for pupils with a disability 	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs Continuous monitoring of pupils to ensure any new arising needs are met The curriculum is reviewed to make sure it meets the needs of all pupils Termly SEN support plan reviews in consultation with parents 		<p>To ensure entitlement and access for all pupils</p>	<p>Continual review of the curriculum</p> <p>Adaptations made to the curriculum where necessary</p> <p>Termly targets to be closely monitored and progress checked</p>	<p>Headteacher, Deputy Headteacher, SENDCO</p> <p>Teachers</p> <p>Teachers and SLT</p>	<p>Ongoing</p>	<p>The curriculum is accessible to all pupils and needs are met</p> <p>SEND objectives are in place for disabled pupils</p> <p>Staff are confident that pupils' needs are met</p>

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Disabled toilets and changing facilities • Seating plans • Adequate lighting • Parents to make us aware if we need to make adaptations / use alternative methods of communication. 		Review all access points in school: shared pupil areas, pathways and other common areas around school	<p>Continually reviewed over the course of each academic year</p> <p>Adaptations made for individual pupils based on their needs, as they occur</p> <p>Maintenance of the school environment</p> <p>Ensure the safety of the children and staff throughout the day, including fire and lockdown drills</p>	<p>Regional Facilities Manager</p> <p>Teachers</p> <p>Caretaker</p> <p>Teachers/Regional Facilities Manager</p>	<p>Ongoing</p> <p>Daily</p> <p>Daily</p> <p>Daily and Termly</p>	<p>All access points as well as pathways around school are accessible as possible</p> <p>All stakeholders feel safe in and around the building</p> <p>All disabled people can be safely evacuated</p> <p>A disabled space for parking throughout the school day</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • SEND policy and SEND Information Report in place and available on the website • Pupil Voice • Regular communication with parents/carers • Liaise with external agencies and incorporate strategies • School visits and trips are accessible to all pupils <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Consistent pictorial or symbolic representations • Smaller chunks of work 	<p>Consideration for activities enabling all pupils to actively take part.</p>	<p>Adapt the curriculum implementation to ensure that pupils' needs are being met</p> <p>Scaffolds in place</p> <p>Staff CPD on meeting pupil needs</p>	<p>Teachers</p> <p>SLT / SENDCO</p>	<p>Ongoing</p>	<p>Adjustments and provision are made to ensure that all pupils can access a broad and balanced curriculum</p> <p>All pupils are able to take part in a range of activities.</p>
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