



Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is 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.

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for the new academic year.	To identify pupils who may need additional to or different from provision.	July prior to the new academic year.	HT EYFS teacher	Procedures/equipment / ideas set in place for the new academic year.
To review all statutory policies to ensure that they reflect inclusive practice and procedures.	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure.
To establish close liaison with parents/carers.	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach.
To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel.	Ongoing	HT TAs Outside agencies	Clear collaborative working approach.
To ensure full access to the curriculum for all.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for	Ongoing	SENCO Ed Psych HT Teachers	Teachers' advice taken and strategies evident. All children supported and accessing curriculum.



	children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy			
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MEDIUM TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Half termly	HT Class teachers SENCO	Progress made towards targets. Intervention shows clear steps and progress made.
To monitor attainment of Able, G & T pupils.	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	Able G&T coordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results.
To promote the involvement of disabled students in	Within the Curriculum, the school aims to provide full access to all aspects of the	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in



classroom discussions/activities. To take account of variety of learning styles when teaching.	curriculum by providing the relevant equipment, training and ethos.			the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
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LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and long term targets annually.	See above.	Annually	SMT Subject leaders Governors	All children making good progress.
To deliver findings to the Governing Body.	Finance and Premises and Curriculum Governors meetings.	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress.

Aim 2: To improve and maintain access to the physical environment for all.

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as	Ongoing	SMT	Enabling needs to be met where possible.



	improved access, lighting, and colour schemes, and more accessible facilities and fittings.			
Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of EHC process. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT Teachers TAs External agencies	
Ensuring disabled parents have every opportunity to be involved.	Utilise disabled parking spaces for disabled to drop off & collect children. Arrange interpreters from the RNID to communicate with deaf parents/carers.	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.



	<p>Offer verbal support for illiterate parents/carers.</p> <p>Maintain a proactive approach to identifying the access requirements of disabled parents/carers.</p>			
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LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playgrounds and facilities.	Look for funding opportunities.	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	<p>Communication with parents via safety messages /letters/walk to school week.</p> <p>Bikeability for Year 5 children.</p> <p>Improve external signage.</p>	<p>Ongoing</p> <p>As funds allow</p>	Whole school	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

SHORT TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children have access to the curriculum.	Regular parental communication.	Ongoing	All staff	100% access the curriculum



	Individualised multi-sensory teaching strategies used.			
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MEDIUM TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	<p>Investigate symbol software to support learners with reading difficulties.</p> <p>Raising awareness of font size and page layouts will support pupils with visual impairments.</p> <p>Auditing the school library to ensure the availability of large font and easy read texts will improve access.</p> <p>Auditing signage around the school to ensure that is accessible to all is a valuable exercise.</p> <p>Investigate Braille documentation available in school.</p>	Ongoing	Whole School	Written information can be accessed by all.



<p>To review children's records ensuring school's awareness of any disabilities.</p>	<ul style="list-style-type: none"> - Information collected about new children. - Records passed up to each class teacher. - End of year class teacher meetings. - Annual reviews. - SEND meetings. - Medical forms updated annually for all children. - Personal health plans. - Significant health problems – children's photos displayed on staffroom notice board. 		<p>SMT Teachers Office Staff</p>	
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LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>In school record system to be reviewed and improved where necessary.</p>	<p>Record keeping system to be reviewed.</p>	<p>Continual review and improvement</p>	<p>SMT/HLTA</p>	<p>Effective communication of information about disabilities throughout school.</p>