

## 6. Action Plan

Our key objective is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

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

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	To liaise with Nursery staff and other providers to review potential intake	To identify pupils who may need additional to or different from provision for Intake	Ongoing	HT EYFS Lead SENCO	Procedures/equipment /ideas/action by each Sept term.
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	All Staff	All staff clear collaborative working approach
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT all subject leaders	All policies clearly reflect inclusive practice and procedures
	To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT/SENCO	Clear collaborative working approach School represented at all necessary meetings
	To ensure full access to the curriculum for all children	CPD for staff to recap and update Review the needs of children A differentiated curriculum Concrete Materials for hands on learning. A range of support staff including trained teaching assistants Use of interactive ICT equipment Use of InPrint 3 resources Specific equipment sourced from occupational therapy as appropriate	Ongoing	SENCO Ed Psych	Advice taken and strategies evident in classroom practice. Any necessary equipment/ adaptations in place for children with physical difficulties.
	To ensure a wide range of resources are available to provide appropriate sensory diets.	Access needs of individual pupils, purchase or borrow resources.		SENCO teaching and support staff	Appropriate sensory resources enable children to access curriculum areas

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Medium Term</b>	To closely review attainment of all SEN pupils	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents/carers.	Ongoing	Class teachers SENCO	Progress made towards Support Plan targets
	To monitor attainment of High Attaining pupils particularly those on SEND register	Pupil Progress Staff knowledge and support	Ongoing	HT Class teachers	Able G&T children making proportionate progress. Achieving above average results

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Long Term</b>	To evaluate and review the above short and long-term targets annually	See above	Annually	HT SENCO Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually	HT SENCO SEND Gov	Governors fully informed about SEN provision and progress

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	Improve physical environment of school	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 improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	All staff	All aspects of the environment accessible to all where reasonably possible.
	Ensure environment is appropriately calming and conducive to engagement and focus for all children.	Displays in classrooms that support and enhance learning. Text that is large and clear enough to be read easily. Displays that are representative of a range of needs and abilities. Use of InPrint 3 resources around the environment if necessary. Labels supported by pictures/ photographs.	Ongoing	All staff	Accessible environment maintained.
	Ensuring all with a disability are able to be involved.	Create access plans for individual disabled children as part of Support Plan process as appropriate. Include questions in the on-entry pupil information forms relating to parents/carers' access needs and ensure they are met in all events.	With immediate effect, to be constantly reviewed	All staff	Enabling needs to be met where possible
	To develop playground and equipment to support all pupils.	Playground equipment available for all pupils.	Ongoing	All staff	Children happy and engaged in purposeful activities.
	To ensure that the medical needs of all pupils and staff 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. Update policies on managing medical needs in school in line with the LA	With immediate effect to be constantly reviewed	SLT Designated person for Medication & First Aid	To ensure that the medical needs of all pupils are met fully within the capability of the school.

		Ensure up to date First Aid and Managing Medicines in schools training for designated staff.			
	Ensuring disabled parents have every opportunity to be involved	Offer a telephone call to explain letters home for some parents who need this or larger print if appropriate. Adopt a more proactive approach to identifying the access requirements of disabled parents.	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.

<b>Medium Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To improve community links and accessibility to support groups.	School to continue to have strong links with schools in Durham Authority and the wider community. Specific guidance to parents to refer them to the Local Offer	Ongoing	All staff	Improved awareness of disabilities/the wider community of Durham and the world and their needs. Improved community cohesion.

<b>Long Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop outdoor facilities for all ages.	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.	Communication with parents via safety messages /letters.	Ongoing	Whole school Caretaker	No accidents

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

<b>Short Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To ensure all children with ASD have access to the curriculum.	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	Use InPrint 3 symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Audit signage around the school to ensure that is accessible to all Use of text messaging service or other alternative methods of communication	Ongoing	All staff	All members of the school community will access information that they need in a timely manner.
	To continue to improve communication for any member of the school community who has sensory impairment	Seek advice from LA Learning Support Team (Sensory) as and when necessary	Review annually	HT & Gov	Pupils and parents and With sensory impairments will have full access to school information and facilities.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Medium Term</b>	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. Records passed up to each class teacher and TA. Data collection in line with equalities advisory visit. Annual reviews Support plan meetings Medical forms updated annually for all children. Education, health and care plans Significant health problems – children's photos displayed on staff room cupboard and info kept in separate file in staffroom.	Annually	All staff SENCO Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Long Term</b>	In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	SLT Secretary/ Admin	Effective communication of information about disabilities throughout school