

Accessibility Plan – Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Objective	Actions to be taken	Responsibility	Date to complete by	Success Criteria
1. Improving access to and participation within the curriculum					
To liaise with the Pre-school setting to review intake for September	To identify pupils who may need additional support from the pre-school setting	Communication with pre-school settings and parents following new EYFS school place allocation (April)	SENCO EYFS Teachers	July before September start time	Identified pupils and support required in place before start of term
To improve the delivery of information to pupils with a disability	To make adjustments to the learning environment as necessary and required when a pupil with a disability starts at the school or when a pupil's needs change	Monitoring and assessing the individual dynamic situation and to act and adjust accordingly Liaise with professionals who are working with the families, putting recommendations into place in a timely manner	SENDCO Class teachers	Ongoing	A range of communication aids are in place to support children's needs, including: <ul style="list-style-type: none"> - Symbolic representations - Objects of reference - Large print resources - Areas of low visual stress - Internal signage

To comply with the Equality Act 2010	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Review of all policies to be completed in a timely manner and revised as appropriate	SLT All staff Governing body	Ongoing	All policies clearly reflect inclusive practice and procedure
To establish close and positive liaison with parents	To ensure collaboration, communication and sharing of relevant and necessary between school and families	To provide opportunities for parents to communication with SENDCO To ensure clear systems for communication between the SENDCO and class teachers are in place	SENDCO Class teachers Support staff SLT	Ongoing	Clear collaborative working approach. Parental view/ feedback demonstrates positive communication Effective communication in place between parents, SENDCO and teachers
To ensure effective communication between all key personal	To establish close liaison with outside agencies for pupils with on-going health needs. e.g. children with severe asthma, severe allergies, diabetes or mobility issues.	To develop clear communication routes and systems To provide staff training for additional needs when they arise	SENDCO Class teachers Support staff SLT	Ongoing	Clear systems and protocols in place to support children with additional needs and disabilities
To ensure that all children have access to the curriculum	To provide necessary CPD for staff involving outside agencies where necessary To liaise with outside agencies where appropriate and seek support to ensure that children have access to specialist resources where needed	To provide personalised curriculum access alongside appropriate resources To use appropriate assessment methods to track and monitor data To ensure that teaching and support staff have appropriate and effective training	SENDCO SLT	Ongoing	Children have access to specialist resources to support them to access the curriculum fully

		<p>To encourage the use of alternative recording where appropriate</p> <p>To ensure children have access to specialist facilities and resources where needed sourced from OTs and specialist teaching services</p>			
<p>To monitor progress and assessment of pupils with additional needs</p>	<p>To regularly monitor and access the progress and attainment of children with additional needs to identify further support and resources that may be required</p>	<p>Teachers and SENDCO to work closely to develop appropriate "learning plan" targets in line with areas of need</p> <p>Pupil progress meetings to review the progress and attainment of all pupils, including those with SEND</p> <p>Scrutiny of learning through learning walks, book scrutinies and drop ins to ensure appropriate resources to facilitate access to the curriculum</p> <p>Teachers to provide appropriate intervention to support ongoing needs of children</p> <p>To work alongside outside agencies to support appropriate provision and resources</p>	<p>SENDCO</p> <p>SLT</p>	<p>Ongoing</p>	<p>Children who are not making expected progress and identified quickly and appropriate support is put in place</p> <p>Children are identified to the appropriate professionals for external support where necessary.</p> <p>Small step tracking provides progress measures for children who are not yet working at EYFS, key stage 1 or 2 levels</p>

		To develop a clear method to track progress for children who are not accessing key stage learnings			
To comply with the Equality Act 2010	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To review all policies within the timeframe to ensure they are up to date with the most recent guidance	Headteacher Governors Site manager SLT SBM SENDCO	Ongoing	All policies clearly reflect inclusive practice and procedure. Audit findings reflect this
To ensure that classrooms and teaching practise is inclusive	To take into account the wide range of needs within the school and respond appropriate to these to ensure access to the curriculum for all	SENDCO to work alongside external agencies to ensure the right supports are in place for children To monitor and develop the: -Implementation of specific and specialist resources -Alternative recording methods - Alternative physical resources where needed (scissors, chairs, tables) - Purposeful and specific staff training - Use of technology - Learning plans to support implementation of support	SENDCO	Ongoing	Within classrooms and beyond the specific resources and scaffolds are in place to support children. Teachers are able to talk about adaptations and supports and the impact that they have
All children to have access to all areas of the curriculum	To ensure that educational visits and residentials are accessible to all	To ensure each venue is risk assessed for appropriateness To conduct individual risk assessments for children with significant needs to ensure the	Teachers SLT SENDCO EVC	Ongoing	Children at Outwoods Edge have full access to educational trips and visits, regardless of need or disability. Teachers

		<p>correct provision and supports are provided</p> <p>School EVC to support staff with meeting access needs on trips</p> <p>External agencies are consulted for advice to support high needs children to access residential and trips</p> <p>Parents are consulted to ensure trips are appropriate, accessible and safe</p>			<p>work alongside parents and external agencies where necessary to support children to access trips.</p> <p>Data demonstrates that children with SEND take part in trips and residential.</p>
<p>To ensure that all children feel that they belong at Outwoods Edge and that everyone is welcome</p>	<p>To ensure that the curriculum and resources are representative and diverse</p>	<p>To ensure classrooms have diverse stories and reading materials</p> <p>To ensure that the curriculum is representative and diverse</p> <p>To teach from the “Everybody is welcome” no outsiders scheme within PSHE to develop pupil understanding of inclusivity and acceptance</p>	<p>PSHE lead</p> <p>Subject leaders</p> <p>SENDCO</p> <p>SLT</p>	<p>Ongoing</p>	<p>The curriculum is diverse and reflective of the school population and children are able to talk about people with diverse backgrounds, needs and abilities.</p>
<p>2. Improving access to the physical environment.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>To make adjustments to the environment as necessary and required when a pupil with a disability starts at the school or when a pupil’s needs change – long term</p>	<p>Monitoring and assessing the individual dynamic situation and to act and adjust accordingly.</p> <p>Work together with outside agencies to support pupils where needed (e.g. OT, VI)</p>	<p>Premises Officer</p>	<p>Ongoing</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities

					<ul style="list-style-type: none"> • Classroom resources at an accessible height • Library shelves at wheelchair-accessible height
To ensure classrooms and the school environment are supportive and visually appropriate for children	To ensure there is a visually appropriate environment for all children	<p>To conduct an environment audit of all classrooms</p> <p>Share research regarding low visual stress classrooms with staff</p> <p>To ensure classrooms are inviting and engaging</p> <p>To ensure appropriate resources are available within each classroom to support children</p>	SLT Teachers SENDCO	Ongoing	<p>Classrooms have a consistent approach to their environment and are appropriate for children</p> <p>Clear scaffolds and support are in place consistently across classrooms, classes and keystages</p>
To ensure inclusivity for all children regardless of need or disability	To ensure that the medical needs of all pupils are met fully within the capability of the school	<p>To meet with parents when writing IHCP</p> <p>To liaise with external agencies for additional support and guidance</p> <p>To identify training needs and provide timely and appropriate training for staff</p>	SLT SENDCO	Ongoing	All advice implemented and acted upon. Staff seek support and guidance when needed and feel confident to meet all needs.
To develop pupil understanding of road danger and safety	To ensure driveway, roads, paths around the school are as safe as possible	<p>Communication with parents through letters/newsletters/website/1:1 school staff.</p> <p>To ensure children understand the dangers of the roads through PSHE teaching</p>	SBM Office staff Premises Officer SLT Teachers	Ongoing	<p>No accidents have been reported</p> <p>Children demonstrate a secure understanding of road safety</p> <p>Children are able to talk about how to keep themselves safe</p>

		<p>through real life examples and trips e.g. Warning Zone</p> <p>To provide support for children to understand road safety through cycling proficiency</p> <p>To ensure that children are supported into school through access to the disabled parking space for entry into school where needed</p>			
3. Improve the access and delivery of written information					
To improve the delivery of information to pupils with a disability	To make adjustments to the learning environment as necessary and required when a pupil with a disability starts at the school or when a pupil's needs change	<p>Monitoring and assessing the individual dynamic situation and to act and adjust accordingly</p> <p>Liaise with professionals who are working with the families, putting recommendations into place in a timely manner</p>	SENDCO Class teachers	Ongoing	<p>A range of communication aids are in place to support children's needs, including:</p> <ul style="list-style-type: none"> - Symbolic representations - Objects of reference - Large print resources - Areas of low visual stress - Internal signage
To develop an inclusive culture in school to support all children	To ensure all children with SEND have access to the curriculum (inc. ASC, ADHD, Dyslexia etc.)	<p>To communicate openly and honestly with parents</p> <p>To provide a forum for parent voice and feedback e.g. send parent groups</p>	SENDCO Teachers SLT	Ongoing	Parents understand how their child is supported and have a clear view and route to share their views and concerns as and

		<p>To share important information regarding support through termly learning plans</p> <p>To create a clear plan and structure for interventions that are tracked and monitored carefully</p> <p>To ensure we are following APDR and the graduated approach to ensure that children have timely access to support</p> <p>To liaise with external agencies and supports where needed</p>			when required
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