



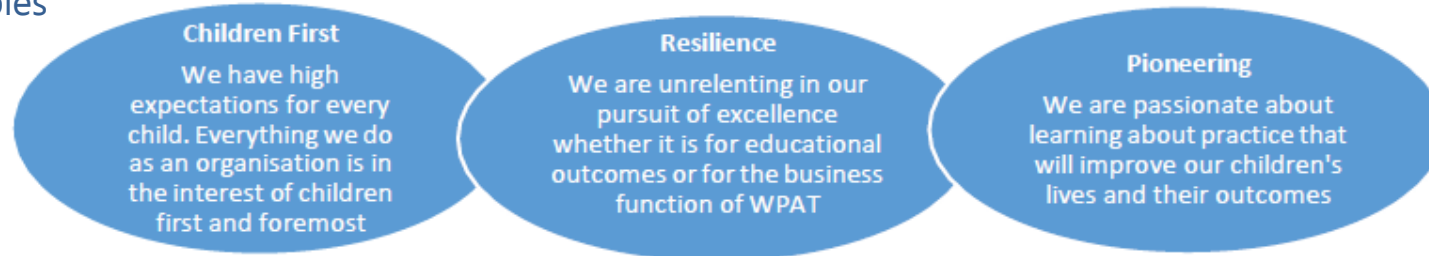
Ditton Primary School  
Accessibility Plan 2022-24 Policy  
Responsibilities and Review

Policy type:	School
Guidance:	This document meets the requirements of: <ul style="list-style-type: none"> <li>• <a href="#">Schedule 10 of the Equality Act 2010</a></li> <li>• The Department for Education (DfE)<a href="#">guidance for schools on the Equality Act 2010</a></li> <li>• <a href="#">Special Educational Needs and Disability (SEND) Code of Practice</a></li> </ul>
Related policies:	<ul style="list-style-type: none"> <li>• Health and Safety Policy</li> <li>• SEND Policy</li> </ul>
Review frequency:	3 years
Committee responsible:	Local Governing Committee
Chair signature:	Dr Denise Lee
Changes in latest version:	

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## WPAT Core Principles



### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to disabled pupils

WPAT and all the staff at its schools aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

WPAT Core Principles are shown above.

The plan will be made available online on the Trust and schools websites, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust has prepared this plan and supports its schools in the development and implementation of the plan. We will also work with any agency to achieve the aims of the plan if it helps us adhere to our Core Principles.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

**This Plan is informed by our Accessibility Audit and guided by WPAT Compliance Monitoring procedures.**

## 3. Accessibility Action plan

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

<b>Aims</b>	<b>Current good practice</b> Include established practice and practice under development	<b>Objectives</b> State short, medium and long-term objectives	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p><b>Aim 1.</b> <a href="#">Increased access to the curriculum for pupils with a disability</a></p> <p>1:1. Raise awareness across WPAT schools.</p> <p>1:2. QA Learning and Teaching</p> <p>1:3 School councils to have input for pupil, voice 1:4 Quality assurance of provision.</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>Staff CPD is responsive to identified needs after an audit of needs</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with</p>	<p>To identify pupils who may need adapted or additional provision</p> <p>To comply with the Equality Act 2010 To ensure open and honest collaboration and information sharing between school and families.</p> <p>To ensure collaboration between all key personnel and school council.</p>	<p>Audit of needs of pupils</p> <p>Meetings between parents and SENDCo</p> <p>Regular communication between SENDco and families and classteacher</p> <p>School Council meetings to keep records of discussions with invited stakeholders</p>	<p>SENDCo</p> <p>SENDCo/Class teachers</p> <p>JP/CH</p> <p>SENDCo</p>	<p>September 22</p> <p>February 23</p> <p>June 23</p> <p>Ongoing</p> <p>December 2022</p> <p>April2023</p> <p>June2023</p> <p>September</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation Wider use of SEN resources in classrooms</p> <p>All pupils in school able to access all educational visits and take part in a range of activities</p> <p>All policies clearly reflect inclusive practice and procedure</p> <p>Clear Collaborative working approaches</p>

<p>additional needs.</p> <p>The curriculum is reviewed to it meets the needs of all pupils.</p> <p>Our school uses an effective range of teaching methods to ensure that the needs of all students are met.</p>	<p>To create personalised risk assessments and access plans for individual children.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out and training is provided when required.</p> <p>Update training to reflect EEF SEND in Mainstream guidance</p>	<p>Risk assessments and PEPs to be written for identified children</p> <p>Skills and knowledge audit of staff CPD plan using relevant agencies</p> <p>Practices of evacuation and lockdown procedures Training needs identified as part of the review of practices</p> <p>Guidance to be reflected in updated policies</p>	<p>SENDCo</p> <p>JP/AC/TO/ SENDCo</p> <p>SENDCo</p>	<p>2022</p> <p>Ongoing</p> <p>October 2022 March 2023 June2023</p>	<p>through regular meetings, risk assessment reviews, provision reviews and action planning</p> <p>Evidence that appropriate considerations and reasonable adjustments have been made</p>
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<p>Aim 2. Improve and maintain access to the physical learning environment</p> <p>2:1 School councils and parent groups to have input for pupil / parent voice</p> <p>2:2. Audit / Inspection of the physical learning environment.</p>	<p>The environment is adapted to the needs of pupils as required. Our audit shows that:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelves at wheelchair accessible height</li> <li>• Desks, internal doors, wheelchair-accessible height</li> </ul> <p>The environment provides appropriate access to the public. Our Audit has highlighted actions to be completed</p>	<p>The school will take account the needs of pupils 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, clear signage and more accessible facilities and fittings</p>	<p>Accessibility Audit with Health and Safety consultant</p>	<p>JP/All staff</p>	<p>March 2023</p>	<p>Ease of access for all site users</p> <p>Pupil on a page and provision plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities including after school clubs and PTA events.</p> <p>/ visitors feel welcome</p>
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<p>2:3 Plan and QA actions for improvement</p>	<ul style="list-style-type: none"> <li>Disabled bay marking to be made clearer on staff carpark</li> <li>Fire risk assessment to continue to be reviewed each term and evacuation procedures practised every term</li> </ul>	<p>Disabled access improved Disabled access improved</p> <p>To create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>Markings renewed</p> <p>Plans created and practised</p>	<p>TO/AC</p> <p>SENDCo/JP</p>	<p>As needed termly practises</p>	<p>Visually impaired people feel safe in school grounds and in school buildings</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire have been made, so that parents can fully support their children in their education.</p>
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#### 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the board of trustees / Audit / Standards committee and the headteacher of each school.

#### 5. Links with other policies and Procedures

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report □ Supporting pupils with medical conditions policy □ WPAT Compliance Monitoring.

<b>Feature</b>	<b>Description of Situation now</b>	<b>Actions to be taken to Improve accessibility</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of floors	Ground floor is accessible		TO	
Corridor access all areas?	Yes	None	TO	
Lifts and hoists compliance	N/A	N/A	N/A	N/A
Parking bays access and clear markings for designation.	Disabled spaces available in car park Spaces available close to main entrance when requested	Remark the disabled markings to make clearer	TO/AC	December 2022
Entrances	Clear and appropriate width	None	TO/JP	
Ramps				
Toilets gender and disability	Girls and Boys toilets Male and female toilets Accessible toilet with clear access	None	TO	
Reception area access and information	Clear, accessible and safe	Update and review regularly	TO/AC	
Internal signage – compulsory display	HSE information displayed in staff room, entrance and	Update and review regularly	TO/AC	Review termly

Emergency escape routes and Safe areas.	Clear, accessible and safe Daily checks carried out	Fire Audit	TO/JP/AC	
Staircase access	N/A	N/A	N/A	N/A
Evac chairs in place?	None	Address when needed	JP/AC	
Emergency Lighting	Functioning	Continue with monthly checks	TO/PF/JP	Ongoing
Evacuation Procedures in place and staff aware.	Yes displayed in each classroom signage directs exit routes termly fire drills, annual evacuation and lock down drill	Continue with regular drills Put procedures in frames to ensure that they are prominent	AC/JP	September 2022
Fire doors. Fire risk assessment. Alarm test schedules - see Compliance list	All up to date and comply with government standards	Continue to complete monthly checks	AC/TO/JP	Ongoing
Classroom access and equipment available for all abilities?	Class teachers and SENDCO ensure all necessary equipment is in place Classroom access monitored	SENDCO to complete an audit to review equipment termly	RK/DP/GO	October 2022 April 2023 July 2023
Playground and play / gymnasium equipment.	Gymnasium equipment safety check as part of caretaker duties log/checklist All play equipment checked as part of maintenance	Any actions identified to be resolved as required	RA/TO/OM/JP	Maintenance Schedule

	schedule and annually by Play Inspection Company Ltd.			
Risk assessment procedures and records	Audit by Adele Partridge as part of health and safety schedule	All risk assessments to be reviewed following a change in circumstance or at least yearly.	AC/TO/JP	Annually
Special Transport Arrangements	N/A	N/A	N/A	N/A
Media and resources for visual and hearing impaired in place?	N/A	N/A	N/A	N/A
First aid provision	Poster highlighting First Aiders throughout school, procedures in staff handbook. J Allen half termly check All staff M Darlington	First Aid Lead in school to check items in date All staff to be defibrillator trained yearly Training schedule for first aid to be monitored and new training booked as required	MK/AC	Checked half termly  October 2022
Mobile buildings.	N/A	N/A	N/A	N/A

This Audit Document informs our Accessibility Plan and is guided by WPAT Compliance Monitoring

## Appendix 1: Accessibility audit

Date: March 2021

### **Vision Statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA). The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body.

The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ditton Primary School the Plan will be monitored by the Head teacher and evaluated by the Chair of Governors.

At Ditton Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

### **Key Aims**

Our Aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs
  - To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services
  - Improve the delivery of information to pupils, staff, parents/carers and other members of the school community
- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by consultations with pupils, parents, staff and governors of the school. The document will be used in conjunction with other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

- 2) Ditton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 3) The Ditton Primary School Accessibility Plan shows how access is to be improved for accessibility to pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate human needs where practicable.

Ditton Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information to:

- Increase access to the curriculum for pupils, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
  - 5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Health & Safety Policy
    - Special Educational Needs Policy
    - Supporting Children with Medical Conditions and Administration of Medicines Policy □ Trips and Residential Visits Policy

### **Current good practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

### **Physical Environment**

There are no areas of the school to which disabled pupils have limited or no access at the moment. All pupils can participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

### **Curriculum**

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

### **Information**

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

### **Access Audit**

The school is housed in a one storey building. Most entrances to the school are either flat or ramped and all have wide doors (above 812mm) fitted. Whilst we acknowledge that the shape of the school could potentially present challenges when moving through internal corridors, i.e. passing through the library in order to reach different areas of the school, we make reasonable adjustments as the need arises. The school does have dedicated visitor parking with two clearly identified disabled parking spaces. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required. There are two easy-accessibility toilets in the school.

### **Management, coordination and implementation and review**

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.

- The annual review is shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head teacher. The Chair of Governors or nominated person from the Board of Governors may be involved if the complaint is not resolved satisfactorily.

### **Covid-19 access arrangements**

Due to the national and local arrangements during 2020 onwards, the school acknowledge that different working processes are in place to meet the training needs of individual pupils, potential new starters and preparation for school leavers. The compliance with accessibility to learning has been adjusted in order to work within the guidelines of the Covid-19 restrictions to the best of their ability. Adaptations are being made on daily, weekly and termly basis with changes to the teaching environment as defined by Ofsted, DfE and local authority guidance. This accessibility audit reflects the standard being complied with at the current time and will be under regular review (3-monthly) to ensure that high standards are being maintained to the best of everyone's ability under the extreme circumstances affecting schools on a nation-wide basis.

### **Action Plan**

#### **Aim 1: To increase the extent to which all 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, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing. The table below sets out how the school will achieve these aims.



Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
<p>To liaise with preschool providers to prepare for the new intake of children into Foundation each year</p>	<ul style="list-style-type: none"> <li>To identify pupils who may need adapted or additional provision</li> <li>To liaise with pre-school providers to prepare for the new intake of children into Foundation each year</li> <li>To ensure staff have received adequate training before each new school year.</li> <li>Starter packs for new pupils provided to each family in the summer term includes school information, activity ideas, and information about school day.</li> <li>Reading and Writing assessments issued to new pupils and returned to school before new term starts.</li> <li>Head Teacher and Teachers meet all pupils either in person or virtually before school term.</li> <li>Small group, socially distanced tour of school and outdoor stay and play visits arranged.</li> <li>Staggered introduction days at start of term.</li> </ul>	<p>Time Allocated CPD training Virtual meetings with parents. School prospectus Starter packs for new pupils. Individual social distance tours. Transition to EYFS via parent meetings and other Healthcare professionals.</p>	<p>1. Add translation button to website. 2. Publish new school prospectus to website in Summer term. 3. Teacher's virtual introduction video to be added to website.</p>	<p>HT EYFS Leader</p>	<p>Provision set in place ready for when the children start school</p> <p>Teaching staff have a clear picture of lesson delivery at the start of each term and can adjust teaching pedagogy.</p> <p>Delivery of Starter packs to all new starters in Summer term. EYFS staff have understanding of pupil needs before new school year.</p>
<p>To communicate with parents and pupils, joining school from Year 1 – 6, during COVID restrictions.</p>	<ul style="list-style-type: none"> <li>Welcome meeting with the Head via telephone.</li> <li>Welcome pack provided from school office</li> <li>Teachers introduce themselves to new pupils either via telephone or through home learning platform prior to the pupil starting at school.</li> </ul>	<ul style="list-style-type: none"> <li>Welcome pack</li> <li>Home Learning pack</li> <li>Teacher introduction</li> <li>Head Teacher introduction</li> <li>Ping messaging</li> </ul>		<p>Office staff Head Teacher Teachers</p>	<p>Pupils and parents receive clear information on school policies, home learning Teachers speak to parents/pupils before their first day in school. Pupils and parents have access to Ping/Microsoft teams before their first day in school.</p>

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
Effective communication and engagement with parents.	<ul style="list-style-type: none"> <li>• Termly meetings with parents/carers.</li> <li>• Ping Messaging _ parents' choice</li> <li>• Parents needs analysed by questionnaire at induction</li> <li>• Provision in place to communicate with both parents in event of split families.</li> <li>• Communicate between teacher and parents/pupils via email to answer queries on live-lessons.</li> <li>• Office staff responding to phone calls and emails each day – passing on messages to teachers.</li> <li>• Daily, weekly phone calls or door step visits to support vulnerable pupils working from home.</li> <li>• Remote learning communicated through Teams Microsoft platform</li> <li>• Pastoral teams coordinate contact with vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Ping messaging</li> <li>• Website updated weekly</li> <li>• Teaching staff have direct email address</li> <li>• Office staff support</li> <li>• Safeguard Officer</li> <li>• Microsoft Teams Classroom</li> <li>• Remote learning Contact and Learning Policy.</li> </ul>		SENCo Lead HT SLT Teachers	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p> <p>Pupils completing lessons through Microsoft Teams Classroom.</p> <p>Parents communicating with teachers via direct email. Parents evening attendance 100% - either phone call or virtual meetings.</p>
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as	<ul style="list-style-type: none"> <li>• Create personalised risk assessments and access plans for individual children.</li> <li>• Visual timetables</li> <li>• Adjusted PE sessions – External PE coach plans sessions according to ability.</li> <li>• All children given opportunities to access all out of school activities</li> <li>• Visual impaired children sit at front of room</li> <li>• Staff training needs include epi-pen, dyslexia, literacy etc. NQT's fully supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Nelly Speech language packages</li> <li>• intervention</li> <li>• MAT PE Lead</li> <li>• Screening tests</li> <li>• Staff meetings</li> <li>• Equality Policy and Procedures</li> </ul>	<input type="checkbox"/> Audio induction loop in place in classrooms where hearing impaired children learn	HT, SLT, SENCo and all teaching staff.	<p>Evidence that appropriate considerations and reasonable adjustments have been made.</p> <p>Attendance in school meets target.</p> <p>Assessment results meet targets.</p>

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
extracurricular provision	<ul style="list-style-type: none"> <li>□ Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out</li> </ul>				
Effective use of resources to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> <li>• Strategic deployment of support staff/inclusion teacher</li> <li>• Use of Interactive ICT as aid</li> <li>• Staff training needs reviewed annually</li> <li>• Table team work – mixed abilities working together: Brain, Buddy, Boss.</li> <li>• Termly work sessions based on curriculum mapping.</li> <li>• Lesson plans developed through topic mapping managed by Subject Lead (MAT designed knowledge based curriculum)</li> <li>• Microsoft Teams classroom delivers daily live learning sessions, with contact for every pupil. Each child must attend. TA's set activities for remote lessons with individuals needing additional support.</li> <li>• Staff meetings review consistent teaching levels.</li> <li>• Pupils given verbal positive feedback for every piece of work at point of learning and Feed Forward feedback marking when setting challenges to learning.</li> <li>• Intervention sessions with TA's and small working groups for those in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Learning: Ebooks Reading planet; Easi Maths; World academy lessons; Reading plus.</li> <li>• Burnet News club</li> <li>• Forest School.</li> <li>• Homework club</li> <li>• School Council</li> <li>• TA support</li> <li>• Enquiry based learning styles</li> <li>• Blended learning packages</li> <li>• Play therapy</li> </ul>		<p>SENCo Lead HT SLT Teachers</p>	<p>Positive impact on pupil progress Barriers to learning are removed by use of apps such as dojo's and clicker. Traffic light scoring system – improvements monitored.</p> <p>All pupils attend daily virtual classroom lessons. Positive feedback, consistent teaching for virtual lessons measured. Compliance with Remote Learning Plan.</p>
Adaptation to the curriculum to meet the needs of individual pupils.	<ul style="list-style-type: none"> <li>• Pastoral support, timetable adaptations</li> <li>• Individual OT programmes</li> <li>• Speech and language therapy programmes</li> <li>• Training for staff</li> <li>• Classroom walls uncluttered</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational therapy</li> <li>• Forest School</li> <li>• Intervention room</li> </ul>		<p>SENCo Lead HT SLT Teachers</p>	<p>Needs of learners met enabling positive outcomes. Pupils meet the criteria of learning expected by the MAT.</p>

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
	<ul style="list-style-type: none"> <li>• Various text fonts used as appropriate in conjunction with overlays on wall displays</li> <li>• Statutory testing adaptations include: Braille, enlarged text, allowing extra time for slow reader.</li> <li>• Memory activities promoting retrieval of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding team</li> <li>• Pilot scheme – Nuffield Early Language</li> <li>• Talking tins and Scaffold talking</li> <li>• Quality First teaching techniques.</li> </ul>			
Appropriate use of specialised equipment to benefit individual pupils and staff	<ul style="list-style-type: none"> <li>• iPads available to support children with difficulty recording their work.</li> <li>• Coloured overlays for pupils with visual difficulty (Reading rulers)</li> <li>• Specially shaped pencils and pens for pupils with grip difficulty.</li> <li>• Use of wedge/wobble cushions</li> <li>• Use of writing slopes for children with fatigue problems or physical disability</li> </ul>	<ul style="list-style-type: none"> <li>• Technology as described</li> <li>• Reconditioned laptops</li> </ul>	☐		Increased access to the Curriculum. Needs of all learners met.

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
Access into school and reception to be fully compliant for visually impaired people, hearing	☐ Designated disabled parking available in the car park – signs in place.	On-going Maintenance of building.		SLT, Site Manager, Governors	Evidence that appropriate consideration has been made wherever physical

impaired, and those in wheelchairs.	<input type="checkbox"/> Wide opening doors in to the school and from lobby area to reception. Double doors into main hall. <input type="checkbox"/> Reception staff are aware of carer/parents who need assistance to enter the building. <input type="checkbox"/> External pathways cleared of vegetation and moss. <input type="checkbox"/> Internal corridors checked daily	Surfaces gritted in cold weather. Cost of signage. Cost of equipment.			school improvements are carried out. All staff, pupils and visitors can exit safely and visitors can enter the building as required.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	<input type="checkbox"/> Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	<ul style="list-style-type: none"> <li>• Pastoral Staff x 2</li> <li>• Safeguarding team x 4</li> <li>• SENCo – on call</li> </ul>			As full as possible inclusion for all pupils. safe evacuation in an emergency.
To enable improved access to written information for pupils, parents and visitors.	<input type="checkbox"/> Create and offer information in alternative formats i.e. website newsletter, printed newsletter, Microsoft Teams, Ping messaging, verbal information to parents via teachers and office staff. <input type="checkbox"/> Access arrangements are considered and put into place for statutory testing <input type="checkbox"/> Provide translated documents where appropriate	Contact details kept up to date. Translation time.		HT SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical	<input type="checkbox"/> Adopt a proactive approach to identifying the access requirements of parents and make	Newsletters Sensory support		Whole school team	Evidence that appropriate considerations and reasonable adjustments

<p>condition or other access needs so as they can fully support their child's education</p>	<p>reasonable adjustments where possible</p> <ul style="list-style-type: none"> <li>☐ Seek and act on advice from sensory support advisor on individual parent requirements</li> <li>☐ Adjustments made to newsletters i.e. Ensure large, clear font used in documentation</li> </ul>				<p>have been made, so that parents can fully support their children in their education.</p>
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