

3. Action Plan

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school environment has been adapted to include wheelchair access. These adaptations include a disabled toilet, ramps for access to the building, wide entrance doors.</p> <p>A fire door has an automatic closing system for emergency evacuation, therefore it can be left open to aid travel through the school.</p> <p>The school will ensure that further building on the school site takes full account of the varied disabilities within our school community.</p> <p>Our school offers a differentiated curriculum for all pupils. Where possible, teachers will adapt their teaching style to accommodate pupils with a disability. This may include extra support in group-work, using personalised learning aids such as pictorial cues or using specific ICT to facilitate</p>	<p>As necessary to</p> <p>To liaise with parents and carers to update care plans.</p> <p>Based on the needs of individuals identified by parents teachers and other professionals, make reasonable adjustments to facilitate full access to learning and the environment</p>	<p>No actions currently pending</p>			

learning.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Pupils with a disability often have very specific needs. If necessary the school will contact other professionals, such as Occupational Health or Inclusion Advisors to make sure appropriate equipment is loaned or purchased.

If specific actions are required during the school week such as physiotherapy or counselling, we will endeavour to put plans into action.

Teachers will make adaptations to seating arrangements so that pupils with a disability can be given the best chance to work independently in the classroom.

In Physical Education, lessons may be adapted to give an experience as similar as possible to children without the same relevant disability. Teachers may for example, use the TOPS gymnastic cards that include activities for those with a relevant physical disability.

Support from SEND advisors and Educational Psychologists will be sought as necessary (see SEND Policy), although we acknowledge that a pupil with a disability does not necessarily

	<p>have learning difficulties.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. Subject Coordinators will take account of children with disabilities in their subjects in general and if necessary include improvements in their subject action plans.</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 additional needs.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Wide entrance doors • Disabled toilet and changing facilities • Blinds fitted to classroom windows 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Where possible, teachers will adapt their teaching style to accommodate pupils with a disability. This may include extra support in group-work, using personalised learning aids such</p>					

<p>as pictorial cues or using specific ICT to facilitate learning.</p>					
--	--	--	--	--	--

<p>The school will order small scale resources such as writing equipment and coloured overlays, large print books etc. as needs arise</p>					
---	--	--	--	--	--