

Accessibility Plan 2018

Target	Action	Planned Success Criteria and Key Milestones of progress	Resources/ staff	Cost Equality and Inclusion
<p>Equality and Inclusion Ensure that all policies consider the implications of disability access.</p> <p>Ensure that all staff are aware of, and able to use, SEN software and resources.</p>	<p>Ensure that all policies consider the implications of disability access.</p> <p>Ensure that all staff are aware of, and able to use, SEN software and resources.</p>	<p>On an on-going basis Policies reflect current legislation. All staff have knowledge of the programmes available in school. Key staff are identified to receive training and, where possible, this is cascaded to other members of staff. Appropriate, evidenced programmes of intervention are in place for pupils where</p>	<p>SLT .</p> <p>SENCo, SLT. SENCo, teaching staff</p>	<p>Staff time</p> <p>Training time</p>
<p>Physical Environment Support written recording of work through alternative methods for children with identified difficulties in this area.</p>	<p>Purchase additional IT aids e.g. recordable books and mini recorders and other supporting materials e.g. writing slopes, pencil grips, specialist pens and pencils. Provide touch typing intervention as required. Provide gross and fine motor intervention to aid recording of Writing.</p>	<p>On an on-going basis Resources are renewed and supplemented. Money from SEN budget is used effectively to purchase resources in this area. Staff continue to be aware of specific intervention programmes. Children's needs are identified on provision maps and provision is in place.</p>	<p>SENCo</p>	<p>SEN time Support staff time to deliver programmes</p>

<p>Ensure that school continues to be fully accessible to disabled children, staff, parents/carers and other users of the building.</p>	<p>Elicit advice as required from specialist outside agencies e.g. STAPs, SEN and IT support.</p> <p>Provide opportunities for staff training as required. Ensure that gathering information about disability forms is part of the admissions and recruitment processes and indications that there are additional needs are followed up by a member of the SLT.</p> <p>A risk assessment is carried out when school is notified of any short-term medical need e.g. following an operation or accident.</p>	<p>Staff are kept abreast of interventions and support strategies and implement these. Children's needs are identified on provision maps and provision is in place.</p> <p>School responds to the needs of individuals carrying out a risk assessment as necessary, identifying any reasonable adjustments which need to be carried out to either the fabric of the building or daily routines.</p> <p>The building remains fully accessible to all users.</p>	<p>SLT SENCO</p>	<p>Staff time SEN time</p>
<p>Delivery of information Ensure equality of access to written materials.</p>	<p>Ongoing - to support pupils with visual or auditory impairment. Ensure that written materials are adapted in a</p>	<p>Key staff to attend training e.g. class teachers, TAs. Regular updates from SENCo to review provision in place and to ensure that reasonable adjustments are being made</p>	<p>All staff SENCo</p>	<p>Training time. Time to liaise with outside</p>

	number of ways e.g. modification through font size and print format, and that modified materials are sought for children with visual impairments where necessary.	effectively. Advice and support for specific children is sought and followed. Print materials for children are suitable in terms of age, ability and take into account any visual difficulties they may face.		agencies. Modification time.
--	---	---	--	---------------------------------