



Improving the provision of information

| Objective | Priority Rating | | | Action | Person Responsible | Outcome | Timescale | Achievement |
|---|-----------------|---|---|---|------------------------|--|-----------|---|
| | H | M | L | | | | | |
| Availability of written material in alternative formats | | | | The school will continue to make itself aware of the services available through the HLT and online for converting written information into alternative formats. | INC man Admin staff | The school will be able to provide written information in different formats when required for individual purposes. | Ongoing | Delivery of information to pupils and parents/carers improved. |
| Translators to made available to parents at parents evening as and when necessary | | | | Continue to request translators from HLT when required. | | Service readily available to parents who need support in understanding written and spoken English. | ongoing | |
| Provide information for parents in alternative formats. e.g. large print, audio tapes, oral communication- via school website school newsletters and other information. | | | | Review all current school publications and promote the availability in different formats for those that require it. Update the school prospectus to include the key points from the accessibility plan. | Senior Leadership Team | All school information available for all. School information published on school website and updated regularly. | Ongoing | Delivery of school information to parents and the local community improved. |

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| Survey parents/carers regarding quality of communication to seek their opinions as to how to improve | | | | Send out survey to parents regarding quality of communication | SLT | School is more aware of the opinions of parents and acts on this | Summer 2013 | Parental opinion is surveyed and action taken appropriately. |
| The school moves towards an electronic method of reporting to parents | | | | Electronic reporting methods are explored | SLT | The school has explored electronic reporting methods and is knowledgeable about best practice | Ongoing | The school is able to move forward with electronic reporting to parents. |

Resources:

Money to be allocated to purchase resources as needed

Monitoring and evaluation:

progress towards objectives will be monitored by:

- Feedback from parents and disabled pupils/adults
- Termly meetings between inclusion manager and governor responsible for special education and disability (SEND)
- As part of school self-evaluation process

Increasing Access to the Curriculum

| Objective | Priority Rating | | | Action | Person Responsible | outcome | Timescale | Achievement |
|---|-----------------|---|---|---|---------------------|--|--|--|
| | H | M | L | | | | | |
| To continue with specific training for staff in the identification of and teaching children with disabilities including those with Down syndrome, SPLD, autistic spectrum - Asperger's syndrome and other specific learning difficulties | | | | All staff attend appropriate training including makaton, SPLD, PECS, Dyslexia awareness, Down syndrome and autistic spectrum disorders and outreach provision from external agencies. | INC Manager | All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. | Spring 2013 On-going | Children with learning disabilities such as Down syndrome, SPLD, autistic spectrum and dyslexia are successfully included in all aspects of school life. |
| Review TA deployment | | | | In review meetings with TAs establish when they are available to support children each day that may be different to current working hours | INC Manager | Adult support is available during key times that individual children may need support e.g. lunchtimes, PE lessons, extra-curricular activities | Reviewed annually Deputy Head, SENCo, TAs | Children who need individual adult support to participate in some activities have access to this support |
| All extra-curricular activities are planned to ensure they are accessible to all children | | | | All extra-curricular activities are planned to ensure they are accessible to all children. Access to Paralympic sports for groups of children | SLT and INC Manager | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | On-going On-going | Increase in access to all school activities for all pupils. |

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| Classrooms are optimally organised to promote the participation and independence of all pupils | | | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables across the school. | SLT | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning | On-going On-going | Increase access to the National curriculum |
| Training for Awareness raising of Disability Issues | | | Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school staff, pupils and parents Discuss perception of issues with staff to determine the current status of school | INC man | Whole school community aware of issues relating to Access | | Community will benefit from a more inclusive school and social environment |
| Training on Equality legislation Equality Act 2010 | | | Governors and staff to be updated on equality legislation and Act 2010 through staff meeting and termly governors' meeting | | Staff and governors aware of Equality Act and implications for meeting disability legislation | Summer 2013 | |
| Ensure all children on SEN list have a provision map in place | | | Provision maps for all children | | Provision map is up to date and forms a key part of the planning process for all pupils. | | Provision maps in place and highlighted to support the needs of individual children |

Monitoring and Evaluation

- Termly meetings between Inclusion manager and governor responsible for special needs and disability (SEND)
- As part of school self-evaluation process

Improvements to the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, Annual Condition Survey, the LDBS Building Programme and the Suitability Plan.

The school has improved its physical access to disabled pupils and other users of the school environment

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| | H | M | L | | | | | |
| To continue to reduce physical barriers to inclusion | | | | Plan ahead of parents meetings. Ask about accessibility needs in letters home and make suitable arrangements when a parent may wish to access the classroom. Have lifts available to parents who may need it | Inclusion Manager And SLT | Access provided to parents with disability or with young children in wheel chairs or pushchairs | Ongoing | |
| Increase physical accessibility to parents | | | | Consider parents when allocating class room 5 to parents in wheel chairs as steps up | | | | |