

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
Increase access to the curriculum for pupils with a disability	<p><i>Our school teaches through Enquiry, enabling all children to access the curriculum at their own level.</i></p> <p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum</i></p> <p><i>All resources are easily available.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Curriculum resources in some areas of the school include examples of people with</i></p>	<p><i>Curriculum resources in most areas of the school include examples of people with disabilities.</i></p> <p><i>Ensure classrooms are laid out to meet the needs of all pupil in that class</i></p> <p><i>Provide training support for governors and staff on Inclusion and enabling access to the curriculum.</i></p>	<p>Audit of resources across school</p> <p>Sourcing and purchasing of additional resources</p> <p>Furniture arranged in the classroom and burrow so that all children can access learning as soon as they enter the school.</p> <p>Staff twilight session focusing on inclusion and enabling children to access the curriculum.</p> <p>Presentation to governors about inclusion and enabling children to access the</p>	<p>SLT</p> <p>SLT</p> <p>Class teachers/ SLT</p> <p>SB/AF/JL</p>		<p>All resources in school reflect the differing needs.</p> <p>Children access the curriculum sooner and show expected progress.</p> <p>Community benefit from a more inclusive school and social environment.</p>

	<i>disabilities</i>		curriculum.			
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Wide doors</i> • <i>Corridor width</i> • <i>Disabled parking bays- all parents with disabled pass have access to school site</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Use of variety of furniture in some areas of school</i> 	Ensure all areas are accessible to children of differing needs	<p>Audit of areas/ furniture/ resources</p> <p>Followed up by sourcing/ purchasing of additional resources</p>	SLT		All children are able to move around and access the environment
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Use of buff paper</i> 	Ensure all children have access to information.	As children join the school ensure needs are assessed and additional materials sourced if necessary.	SLT		All children are able to access information in school.

