|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Target/SuccessCriteria | Tasks | Timescale | Resources | Responsibility | Monitoring |
| Access to Curriculum |  |  |  |  |  |
| To ensure pupils who require additional resources are able to access the curriculum. Create effective learning environments for all utilising feedback from pupil groups. All staff are able to identify and support pupils needs across the school. | • Review accessibility of IT including ipads and available laptops for both in school and remotely. • Ensure Pupils have access to learning materials to support their learning. • Purchase of Digital resources to engage and increase access to the curriculum both in school and remotely. • Train TAs and staff in line with required resources and interventions. • Review of resources within pupil progress meetings e.g. handwriting grips etc. • Pupil Health Plans/PPP are reviewed termly. • Planned transition allows for good communication and ongoing support. • Ensure all classrooms and resources are organised in accordance with pupil need. Help desks are available and accessible within classes.• Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties e.g. autism, epilepsy, diabetes, epi pen etc. • TA access chance to talk and talk boost training. • Share good practice within school. • Seek issues and feedback from ongoing monitoring cycle. • Review PE to ensure access of vulnerable individuals. CPD – inclusive PE. • Monitoring review of SEND outcomes and progress annually. | September 2022 ongoing | Laptops/Ipads Fidget equipment. SEN budget annually. Dyslexia friendly resources. Autism friendly classrooms. Differentiated resources i.e. spelling mats etc. Visual impaired resources. Intervention resources purchased i.e. dyslexia, snip, talk boost, Wellcomm etc | SENDCOMental health leadHeadteacherClass teachersSupport staff | Lesson Observations Ongoing Monitoring (see monitoring cycle) Pupil Progress Meetings. |
| Access to wider curriculumIncrease participation in school activities | • Audit participation in extracurricular activities and identify any barriers. • Ensure school activities are accessible to all students. • Active Soccer to support extra curricula activities for all. • Participate in area events for partner schools e.g. Boccia, Athletics etc. • Additional risk assessments for individual pupils if required.• Implement daily mile to support obesity strategy. | Termly | Additional staff hours to support pupils if required. | Mr Grant PE LeadMr Cushion SGLKnowsley PE PartnershipAll staff | Annual report to Govs |
| Impact Analysis Ensure all policies consider the implications of Disability Access. | • Analyse impact of Behaviour policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. • Consult pupils and staff on any proposed changes. • Review Website accessibility to homework and remote learning. | September 2022Termly | Time to consult | SENDCOHeadteacherWebsite lead | Ongoing as polices are reviewedTermly |
| Premises Increase site access to meet diverse needs of pupils, staff, parents and community users. School is a new build and has good physical accessibility however will need constantly reviewing. | • Review personal evacuation plans for those pupils who require support. • Ensure all school areas have wheel chair access • Further purchase accessible play equipment. • Welfare cover for pupils to access playground equipment and lunchtime safely. • EYFS outdoor provision review of access to develop social skills or support additional needs. | On goingAnnuallyTermlySeptember intake and ongoing | Playground resourcesBudget allocations | Site managerSENDCOClass teachers | Governors |
| Attitudes To promote positive attitudes to disability | • Review Assembly Programme• Regular items for newsletter highlighting achievements of pupils with disabilities. • Ensure environment supports achievements of individuals with disabilities | September 2022On going |  | PSHE and RSE Lead | Pupil Voice |
| Availability of documents in alternative formats. Pupils and parents have access to school information in the formats they require. | • Understand the needs of pupils and ensure information is available in relevant formats • Large print • Braille • Pictorial or symbolic representations • Ensure signage is suitable for non -readers, is clear and well situated • The school makes itself aware of the services available through the LA for converting written information into alternative formats. • The LA local offer is shared on the website.• Monitor uptake of documents in alternative formats • Review accessibility of newsletter and letters for parents. • Homework information available as information sheets in alternative formats as appropriate. • Website updated to be more accessible. | SeptemberOngoingSeptember 2022AnnuallyAnnually | Local SENDCO teamPurchase resourcesWeb site lead | SENDCOHeadteacher | Learning walksAnnual monitoring of website |