



## Accessibility action plan

**Aim 1: To increase the extent to which disabled pupils can participate in the full school curriculum.**

	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Short Term</b>	Establish close links with parents and carers	Ensure collaboration and sharing between school and families	Ongoing	SLT, teaching staff	Clear collaborative working approach
	Establish close liaison with relevant health and social care agencies	Ensure collaboration between all key staff.	Ongoing	SLT, teaching staff	Clear collaborative working approach
	Ensure full access to the curriculum for all children	Training for staff and leadership team, fully differentiated curriculum, use of interactive ICT equipment, range of support staff, individualised timetables	Ongoing	SLT, teaching staff	Advice/training received and strategies evident in classroom. All pupils supported and accessing the curriculum
	Liaise with referring agency/person to ascertain individual needs of potential new students.	Identify the appropriate strategies and support needed as part of the admissions process.	Ongoing throughout academic year	Headteacher	Relevant procedures/equipment/strategies in place prior to new pupil starting
	Review all statutory policies to ensure they reflect inclusive practice and procedure	Comply with Equality Act 2010	Ongoing	All staff	All policies clearly reflect inclusive practice and procedure

	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Medium Term</b>	Review and evaluate attainment of all pupils	Teacher and key worker meetings. Annual review meetings, EHCPs, PEPs, records of achievement. Regular communication with parent/carers and other relevant professionals	Ongoing throughout the academic year	SLT, teaching staff	Progress made towards individual targets. Provision mapping showing clear steps and progress made
	Monitor attainment of Pupil Premium, additional needs and low ability pupils	PEPs, EHCP reviews, Individualised and fully differentiated curriculum, 1:1 sessions, individualised intervention sessions (needs-led)	Ongoing	SLT, teaching staff	All pupils making proportionate progress
	Promote the involvement of all pupils in the classroom activities. Take into account the individual learning styles when teaching	Within the Curriculum, we aim to provide full access to all aspects of the curriculum by: Individualised teaching delivery, differentiated work, alternative learning methods (for example with the aid of ICT equipment), specialist software	Ongoing	Whole school approach/ethos	Ensuring that the needs of all pupils, parents and staff are represented within the school.  Variety of learning styles and differentiated work evident in both lesson planning and the classroom
	Ensure the school's "local offer" reflects our policies, procedures, and standard practice.	Comply with the Government request (September 2014) that every school outlines their "local offer" on their website	Ongoing	SLT	School's Local Offer is clearly identified and easy to access and is regularly reviewed.

	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Long Term</b>	Evaluate and review the "short" and "medium" term targets.	See strategies for "short" and "medium" term targets.	Annually	SLT	All children making good and appropriate progress.

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Short Term</b>	Improve physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning/undertaking future improvements and refurbishments of the site/premises (for example, improved access lighting, colour schemes and more accessible facilities). Purchase of access ramp to ensure disabled access. Disabled toilet facilities schedule for installation in Summer 2021 pending grant funding.	Ongoing	SLT	Enabling needs to be met where possible
	Ensure visually stimulating environment for all children	Continued use of colourful, topical and creative themed rooms used to establish defined and purposeful learning environments, taking in to account the needs of pupils (for example	Ongoing	All staff	Positive learning environment maintained and improved
	Ensure that the medical needs of all pupils are fully met within the capability of the school	Liaise with parent/carer and other relevant professionals as part of the pre-admission process. Identify staff training needs and establish individual protocols where necessary	With immediate effect	All school staff	Ensure that disabled parents/carers are not discriminated against and are encouraged to take interest and be involved in their child's education

	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Medium Term</b>	Improve community links	Continue to build strong links with the local authority and local mainstream provisions. SENDCo and Head of Engagement to attend networking opportunities to gain knowledge and access to services available to the school	Ongoing	Head of Engagement SENDCO	Improved awareness of disabilities in the wider Dorset community. Improved community cohesion
	Develop strong partnership links with local post-16 provisions	Establish a working relationship with our local colleges and apprenticeship providers. Attend relevant meetings to gain access to services/information available to support post-16 transition	Ongoing	Head of Engagement SENDCO	Improved awareness of the support and post-16 options available for students

	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Long term</b>	Continue to develop outdoor spaces and facilities	Continued investment in the outdoor space as well as internal facilities. Creation of a disabled toilet	Ongoing	Headteacher	Inclusive child-friendly environment established and maintained
	Ensure car park and paths around the school are as safe as possible	Installation of a fence around the perimeter. Maintaining of the ground and paths	Ongoing	Headteacher	No accidents

**Aim 3: To improve the delivery of information to disabled parents and pupils.**

<b>Short Term</b>	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
	Ensure all children have access to the full curriculum	Regular weekly written communication with parent/carer  Individualised teaching strategies and resources (where necessary)	Ongoing	SLT, all teaching staff	All pupils fully engaged in the curriculum
	Enable improved access to written information for pupils, parents/carers and other relevant professionals	Raising awareness of font size and page layouts to support pupils and parents/carers with visual impairments.  Clear signage around the school to ensure that it is accessible to all.  Policies and curriculum documents available on the school website	Ongoing	SLT, all teaching staff	Access to written information provided to all, in an appropriate format
	To ensure that all parents and carers have an agreed and preferred method of communication with the school	Preferred method of communication to be established during the admissions process (for example mobile, email or text)	Ongoing	Administrator	Effective communication between school and home

	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Medium Term</b>	Review every pupil's records to ensure school's awareness of any change in disability or needs	Annual reviews/PEPs/EHCPs all regularly updated.  Medicine records to be updated and stored on centralised system. Ensure relevant information is disseminated to key staff	Ongoing	SLT, teaching staff, administrator	All staff fully aware of the disabilities/ additional needs of all pupils
	Establish a termly internal quality assurance audit	Internal quality assurance audits conducted by the senior leadership team	Ongoing	SLT	Continual contact/ communication between school and parents/ carers to ensure that our school records fully reflect the individual needs of each pupil

	<b>Aim</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Long Term</b>	School record systems to be reviewed and improved, where necessary	Review, evaluate and update current recording system (SIMs) to ensure all information is relevant and correct	Ongoing	SLT	Effective communication of disabilities and needs throughout the school