



OBJECTIVE	STRATEGY	OUTCOME	TIMESCALE	GOAL ACHIEVED
<b>IMPROVING ACCESS TO THE CURRICULUM</b>				
Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs.	Staff to ensure planning is differentiated to consider the learning needs of all.	Greater access to the curriculum for all learners.	Ongoing (SIP Priority) Monitored by: Subject Leaders, Deputy Head, Assistant Head Implemented by: Whole staff	Pupils learn more successfully with an appropriate curriculum matched to their needs.
Ensure the school is able to accommodate the needs of SEND admissions.	Effective communication Between pupils, parents, LA and school (Inclusion Leader) prior to new admissions to the school	The SEND programme is coordinated throughout the curriculum.	Ongoing	Staff are able to provide the necessary support to students with SEND.
Organise classrooms 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 classrooms.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Ongoing Monitored by: Subject Leaders, Deputy Head, Assistant Head Implemented by: Whole staff	No barriers to learning or independence exist.
Teaching staff develop effective knowledge of different teaching and learning styles	Ensure all staff are conversant with various teaching and learning styles through in house and LA support	Teachers use approaches that suit a wide range of learning styles.	Ongoing (SIP Priority) Monitored by: Inclusion Leader, SLT Implemented by; Whole staff	Higher attainment for all pupils including those with SEN/ disabilities.
Through policy review /curriculum planning continue to develop a range of learning resources that are accessible for children with disabilities.	When reviewing policies / curriculum plans take account of the range of children with disabilities within the school when developing resources.	All pupils have equal access to all the resources furnished by the school.	Ongoing <i>in response to anticipated and presenting needs</i> Monitored by: Inclusion Leader, SLT Implemented by; Whole staff	All pupils including those with disabilities have equal access to resources.

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Staff to develop skills to deal with children who have specific disabilities.	Organise specific training for new and existing staff relating to disabilities experienced by specific children	Staff have a greater understanding of disability issues	Ongoing <i>in response to anticipated and presenting needs</i>  Monitored by: Inclusion Leader Implemented by; Whole staff	Children have full access to the curriculum and experience higher levels of achievement and attainment.
Improve children's awareness of disability issues.  Reading and resource books and teaching software include positive images of disability	PSHE curriculum and assemblies to be used to raise awareness of disability issues. Disability equality issues are incorporated into the PSHE and SMSC curriculum.  Future purchases of books and IT software made with the aim of achieving a range of positive and realistic images of disability.	Children learn about a range of disabilities.  Children learn about a range of disabilities and the people who live with them.	<i>Ongoing</i> Monitored by: Assistant Head  Implemented by: Whole staff  Ongoing	Children are able to articulate an age appropriate understanding of the issues surrounding a range of disabilities.
<b>IMPROVING PHYSICAL ACCESS</b>				
Ensure that disabled access to the building and its facilities is maintained	Regular access audits to the building and its facilities carried out by the FPP Committee.	Continued evaluation identifies any necessary modifications.	Ongoing Implemented by: Caretaker, SLT Monitored by: Caretaker and Governors	Ensure the school complies with DDA giving accessibility to disabled users.
Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	Broad and balanced curriculum offered alongside peers.	As and when trips are considered. Monitored by: EVC Implemented by: Whole staff	Equal opportunities for disabled pupils to Participate in off-site activities.

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<b>IMPROVING THE DELIVERY OF WRITTEN INFORMATION/ COMMUNICATION</b>				
Availability of written material in alternative and appropriate formats.	The school will make itself aware of processes available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing <i>in response to presenting needs</i>  Monitored by: Governors Implemented by: Admin staff	Written information accessible to all .Children with disabilities have greater access to information.
Make available school brochures, newsletters and other information for parents in alternative formats.	As current school publications/ ways of communicating are renewed, review and promote their availability in different formats for those that require them.	All school information accessible for all.	Ongoing  Monitored by: Governors Implemented by: Admin staff	Delivery of school information to pupils, parents and the local community improved.
Raise awareness of adults working at, and for, the school on the importance of good communication systems.	Guidance and training as appropriate.	Awareness of target groups raised.	Ongoing  Monitored by: Governors Implemented by: Admin staff and SLT	School is even more effective in meeting the needs of pupils.
Ensure a full record of physical, mental and medical special needs of all adults and children who come to school on a regular basis is kept.	Carry out continuous audit of accessibility needs.	The school will be aware of all staff and pupil access to communication needs.	Ongoing  Monitored by: Deputy and Assistant Head Implemented by: Admin staff	Needs for clear and appropriate communication are addressed.

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<b>MEETING THE NEEDS OF THE WIDER SCHOOL COMMUNITY</b>				
Fire Alarm procedures meet requirements of those with impaired hearing and sight	Review Fire alarm procedures	Staff and pupils are made aware of any needed changes. FPP Committee are aware of any needed improvements.	Before children with hearing and sight impairments are taken on roll  Implemented by: Caretaker, Headteacher and Inclusion Leader Monitored by: SEND Governor	School governors are able to plan/budget for any upgrading of alarms.
Develop an informed register of parents/carers with special needs	Include question about special needs / disability in next parent/carer survey.	Modify the school 'Admissions Form' to ask parents/carers if they have any special needs.  Review accessibility of school website to people with impaired vision.	From September 2017 Implemented by: Admin staff and Assistant Headteacher  Monitored by: Headteacher and Governors	School will have an informed view of parent / carer needs and the consequences these may have for their children.