

Accessibility plan 2016-18

Intended Outcome	Action(s) to be taken	Resources	Timescale	Implemented by	Monitored by (who and when)
PHYSICAL ENVIRONMENT					
Ensure accessibility for disabled/ Wheelchair users.	Audit needs of individual and make suitable adjustments where appropriate. Assess the use and impact of additional wheelchair ramps and other physical changes such as lifts to ensure accessibility.	Advice from Inclusion Support and other agencies.	Ongoing as and when	HT SENCO	HT report actions to Governors (termly) SENCO
CURRICULUM					
Continue to improve provision for SPLD pupils in school.	Use of specialist equipment in classrooms. Support and advice from inclusion services. Use of support staff for bespoke support	Advice from the inclusion team, ie, Downs Syndrome awareness support.	Ongoing	SENCO	HT report actions to Governors (termly) SENCO

Ensure that all children have access to the curriculum including those with medical needs.	Staff within the school to be trained so that children with medical needs can gain access to the curriculum, eg diabetes, epilepsy,	Advice from Inclusion support services. Appropriate training providers.	Ongoing	SENCO	HT report actions to Governors (termly) SENCO
Use appropriate teaching and learning strategies to support children with SEN.	When using the IWB ensure use of a coloured background. Key words displayed. Appropriate differentiation.	Appropriate resources to support the needs of individual children in classes.	Ongoing	SENCO	HT report actions to Governors (termly) SENCO
WRITTEN INFORMATION					
Ensure policies and key information is available and accessible in various formats.	Exploring ICT solutions to information access with appropriate support services. Have translations of key information so that it is accessible to parents with EAL.	Formats for information. Training from support services.	Ongoing	HT SENCO	HT report actions to Governors (termly) SENCO