



Accessibility Action Plan 2016-17

Objectives	Action			Timescale	Monitoring: Who? How?
	How	People	Resources		
EQUALITY AND INCLUSION					
To ensure that the accessibility plan is reviewed every 3 years	Check Code of Practice Work with SEND Governor	Inclusion Team SEND Governor SLT	Planning time Legislative guidelines	Annually for amendments and every 3 years for full review	SLT Inclusion Team
To improve staff awareness of disability issues	Review staff training needs. Staff meetings and INSET Organise relevant training for staff	All staff working with pupils	Training costs and release time from school	Ongoing	SLT Inclusion Team
To ensure that all policies consider the implications for disability access	Consider when reviewing policies	Inclusion Team All staff responsible for reviewing policies	Planning time	Annually	SLT Inclusion Team
CURRICULUM					
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENCO in INSET and through regular staff meetings. SENCO to attend termly LA SEN	All staff SENCO and Inclusion Team	INSET & Staff meeting time	Annual INSET and termly meetings for SENCO to liaise with LA developments	Evaluations on SDP. Head teacher report to Governors

		network meetings				
	To continue to provision map to meet individual needs within each cohort.	SLT to provision map and adjust TA support to meet individual/group needs	SLT	SLT time to look at data and SEN information	Termly	Head teacher report to Governors
	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners	Update policies Training courses for staff Seek advice from outside agencies and experts	Inclusion Team SLT TAs	Staff meetings Inset Cost of training courses	Ongoing	Head Teacher SEN governor Inclusion Team
	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning Advance visits Risk assessments	Educational Visits Leader Visits Leader SLT	Planning time for risk assessments Pre-visit time where possible	Annually reviewed On-going as visits are planned	Head Teacher SLT Trip Leaders Pupil feedback
	PHYSICAL ENVIRONMENT					
	Improve access for pupils who may experience difficulty moving around school	Ensure care plans are in place to support all pupils with mobility issues	SENCO and Inclusion Team Parents SLT	Care plans SENCO time	By Autumn 2	Head Teacher and SLT SEND Governor
	Ensure that all after school clubs and care provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support where necessary. Make physical adaptations as required.	Leaders of after school clubs Kids Club managers	New equipment as needs arise	Review termly as pupils sign up for clubs	Head Teacher Feedback from pupils and parents

	Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of children in all classes and provide equipment needed	Class teacher SENCO	SEN budget for equipment	Ongoing as specific needs arise	Head Teacher and SLT SEND Governor
	To meet the needs of individuals during statutory tests	Children will be assessed in accordance with regular classroom practice and additional time, use of equipment etc. will be applied for as necessary	Class teacher SENCO	Management time	Annually	Head Teacher
	WRITTEN/OTHER INFORMATION					
	Written information will be provided in alternative formats as necessary.	Class teachers, office staff, SENCO and SLT	ICT, support from other agencies	As required	Head Teacher and SLT	All staff in school
	Staff to hold parents' evenings by phone or send home written information	Class teachers	Cost of phone call. Printed resources	Termly	SENCO	All relevant staff