

Access to curriculum 2018-2021					
Priority	Lead People	Strategy/ action	Resources	Time frame	Success criteria
Promote awareness and positive attitudes towards children and adults with disabilities.	Headteacher Nurture Leader Teacher of the Deaf SENCo	Celebrate and highlight key national / local events e.g Deaf Awareness and Nurture week. Promote outside visits from disability groups. Links to PSHE/Nurture/THRIVE.		Ongoing	Pupils are demonstrating that they understand and have a positive attitude towards disability.
Access arrangements to meet individual needs during periods of statutory assessment e.g. SATS, Phonics Screening Check, Y4 Multiplication trial, Baseline and Profile assessment.	Headteacher Phase Leaders Teacher of the Deaf SENCo	Lead people to ensure appropriate testing and reports are provided in order to apply for access arrangement. Seek advice from the Local Education Authority where needed.	Follow DfE guidance	During periods of assessment: Baseline Sept 2018 and EYFS Profile July 2019 SATS May and June 2019 Phonics Skills Check June 2019.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.
Continued training for teachers and support staff on different aspects of SEN including differentiation or medical needs when required.	SENCO Liaise with relevant services e.g. Community Nursing Team Visual impairment team. Chestnut Outreach. Educational Psychology Specialist SEND teacher	Review the needs of all pupils with specific needs and provide relevant training. Ensure all new staff have first aid and Anaphylaxis training. Positive Options training (refresher and new staff)	MPT meetings. Training/refresher sessions for staff regarding medical care.	Ongoing	All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and that needs and expertise will change with time.
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils.	SENCo and all teaching staff	Specialist seating. Sloping boards and footrests for pupils with physical problems. Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips for pupils with grip difficulty. Sensory aids, Sit and move cushions. Curriculum leaders to review inclusivity of	Specific specialist equipment provided when need identified.	Ongoing	Increased access to the curriculum. Resources purchased in line with needs of children and school development plan. Needs of all learners met.

		resources and learning experiences within their curriculum areas. Visual timetables Now and next timetables Touchscreen equipment.			
More staff able to communicate using BSL	Teacher of the Deaf	Level 1 BSL classes. Liaison with BSL examination board.	Funding for staff to take exam for BSL level 1. Weekly training sessions led by JS.	By February 2019	Staff will achieve Level 1 BSL. ACHIEVED
Lunchtime play	SLT All staff Play Leaders	Provide alternative provision for children who struggle to manage unstructured times	Room available, resources, staff including SLT	Ongoing	Vulnerable children will enjoy a positive lunchtime.

Access to the environment 2018-2021

Priority	Lead People	Strategy/ action	Resources	Time frame	Success criteria
Monitor and service the school Soundfield system.	Teacher of the Deaf and ICT technicians.	Maintenance check on all Soundfield systems. Assess what needs to be updated or serviced. Organise quotes.	Cost of engineer / maintenance work. Possible replacement of faulty equipment. Longer term the system may need to be updated.	Ongoing	The sound field system will be well maintained and working efficiently.
Monitor and service the lifts in school.	Site services manager	Maintenance check on all lifts in school. Assess what needs to be repaired or replaced. Key staff will receive training from Site Services manager regarding how to operate the lift.	Cost of engineer / maintenance work.	Ongoing	The lifts will be well maintained and working efficiently.
Provision of hygienic changing facilities	Site services manager SENCo	Seek advice from OT regarding specific needs of child. Installation of shelving and tiling.	Access to yellow bin. Tiles for wall. Shelving for changing equipment.	ASAP	There will be easy access to the changing area. All surfaces will be able to be cleaned. Equipment for changing child will be easily accessible.

Assistance alarm system in FS block	Site services manager SENCo	Purchase equipment to fit alarm.	e.g. doorbell in toilet and receivers in classroom.	ASAP	Staff can call for assistance with bell without causing undue alarm with emergency
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Provision of a wheelchair accessible, quiet space for therapy sessions.				ASAP	Library space used for music therapy - ACHIEVED
Installation of hoist for safe handling of child with disability.	Site services manager SENCo	Technicians to liaise with site services manager regarding installation and servicing.	Hoist (provided by Health Service)	When needed – follow advice from Health Professionals	Safe Handling procedures are adhered to and staff can manage transfers with ease. They are confident to operate the equipment. ACHIEVED
Secure Emergency Medicine cabinet	Site services manager SENCo	Purchase medical box.	Lockable cabinet with digi-pad entry to enable access in emergency.	ASAP	Medication is stored securely away from children. All staff are able to access medication / protocol in the event of an emergency. ACHIEVED

Access to information 2018-2021

Priority	Lead People	Strategy/ action	Resources	Time frame	Success criteria
Availability of written information in alternative formats		The school will make itself aware of the services available through the LA for converting written information into alternative formats.		Ongoing	School able to deliver information to all pupils and parents with disabilities.
Make available school handouts and newsletters in alternative formats		Promote the availability of publications in different formats for those that require it.		As needed	School able to deliver information to all pupils and parents with disabilities