

Access to the Curriculum

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff Meeting	Ongoing	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Develop as an Autism Friendly School	Inclusion Leader and Autistic Champion	Tier 3 training attended by Inclusion Leader and role of Autistic Champion developed in and across school	CPD Budget	July 2017	Increased access to the curriculum for pupils with autism. Autistic Champion training completed and disseminated to Staff Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism
Appropriate use of specialised equipment to benefit individual pupils & staff	Inclusion Leader	Reasonable Adjustments in the Classroom Checklist to be shared with all staff (attached as Appendix 2). Commit to provide appropriate ICT resources to meet pupil need	Specialist equipment	Ongoing	Increased access to the Curriculum Needs of all learners met.
Provide specialist play equipment for children with a visual Impairment	SENCO of Visual Impaired Unit	Enable visually impaired pupils to enjoy play which would usually be inaccessible to them.	Specialist Equipment e.g. audible sports balls, wind chimes etc.	Ongoing	Visually Impaired pupils have active, inclusive playtimes – 'wet play' and outside play - with peers.

Parental and pupil feedback	Inclusion Leader	Questionnaire / consultation with parents of pupils with SEND.	No additional cost	Ongoing	Feedback used to inform future priorities and school improvement.
Access to the Physical Environment					
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Improvements to aid those with a visual impairment	Caretaker	Maintenance of external steps & manhole covers highlighted in yellow / non-slip paint	H&S budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained
Improve the quality of provision for children with specific emotional needs	Inclusion Leader and Pastoral Manager	Increase number of tranquil spaces within school for pupils with additional needs	H&S budget and SEN budget	Ongoing	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space (described in Individual Learning Plan or Behaviour Support Plan).
Access to Written Information					
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Availability of written material in alternative formats	Deputy Head	All staff and parents aware of services available for requesting information in alternative formats.	Contact details & cost of translation / adaptation	Ongoing	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.