

A. Gathering Information					
Target	Actions	2024 - 2025	2025 - 2026	2026- 2027	Responsibility
To implement and maintain a monitoring system to support pupils with a disability	<ul style="list-style-type: none"> Maintain a register of children with a disability 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Monitor patterns of attendance and punctuality and send monitoring letters to parents on a termly basis if the child's attendance is below 95%. 				<ul style="list-style-type: none"> Head
	<ul style="list-style-type: none"> Monitor participation in off-site activities and residential visits 				<ul style="list-style-type: none"> Teachers
	<ul style="list-style-type: none"> Monitor pupil achievements through parents' evenings, termly review meetings, provision maps, pupil progress meetings 				<ul style="list-style-type: none"> HT/Teachers
	<ul style="list-style-type: none"> Include all pupils in the setting of class targets and targets 				<ul style="list-style-type: none"> SENCo
To ensure the needs and aspirations of groups of users are met and understood	<ul style="list-style-type: none"> Carry out parent, pupil, stakeholder questionnaires / discussions to seek the views of those with disabilities 				<ul style="list-style-type: none"> HT/Govs SENCo
	<ul style="list-style-type: none"> Enable potential pupils to view the school and identify any changes that may be required. 				<ul style="list-style-type: none"> SENCo

B. Increasing the extent to which disabled pupils have access to the school curriculum					
Target	Actions	2024 - 2025	2025- 2026	2026- 2027	Responsibility

To ensure access to the curriculum is optimized to enable or pupils to feel secure and make progress	<ul style="list-style-type: none"> Data obtained on future pupils to facilitate advanced planning, including pupils entering Foundation Stage and those transferring from other schools. 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Provide procedures for the early identification and support of pupils with SEN. 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Detailed pupil information given to relevant staff. 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Ensure and engaging differentiated curriculum. 				<ul style="list-style-type: none"> Teachers
	<ul style="list-style-type: none"> Effectively deploy teaching assistants. 				<ul style="list-style-type: none"> Deputy head
	<ul style="list-style-type: none"> Consideration for pupils taking part in test e.g. adult readers, application of extra time. 				<ul style="list-style-type: none"> SENCo
	<ul style="list-style-type: none"> Maintain strong links with outside agencies. 				<ul style="list-style-type: none"> SENCo/HT
	<ul style="list-style-type: none"> Continue purchase resources, including IT, based upon recommendations to meet the individual needs. 				<ul style="list-style-type: none"> HT/ICT Coordinator
	<ul style="list-style-type: none"> Consider pupils' preferred learning styles. 				<ul style="list-style-type: none"> Teachers
To ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> Review RSHE curriculum to ensure disability awareness is taught effectively. 				<ul style="list-style-type: none"> PSHE lead
	<ul style="list-style-type: none"> Provide opportunities for children to meet with people with a variety of needs and abilities. 				<ul style="list-style-type: none"> HT/Teachers

	<ul style="list-style-type: none"> Use materials within PSHE lessons and assemblies to raise awareness of disability. 				<ul style="list-style-type: none"> HT
	<ul style="list-style-type: none"> Purchase books and other resources that promote positive images of all people 				<ul style="list-style-type: none"> Literacy Coordinator
To ensure pupils have full access to trips and extra-curricular activities	<ul style="list-style-type: none"> Risk assessment prior to trips 				<ul style="list-style-type: none"> EVC/Teachers
	<ul style="list-style-type: none"> Plan trips and activities with parents to ensure access 				<ul style="list-style-type: none"> Teachers
	<ul style="list-style-type: none"> Provide support for pupils to ensure they can access out of hours activities 				<ul style="list-style-type: none"> HT
	<ul style="list-style-type: none"> Pupil Centred Reviews to be held regularly to ensure access to a curriculum that is tailored to the individual needs of a pupil with SEND 				<ul style="list-style-type: none"> SENCo/Teachers
To ensure staff are appropriately trained	<ul style="list-style-type: none"> Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ASD, ADHD, diabetes etc. 				<ul style="list-style-type: none"> HT/SENCo
	<ul style="list-style-type: none"> Ensure that all staff can differentiate the curriculum and are aware of SEND resources. 				<ul style="list-style-type: none"> HT/SENCo

C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services					
Target	Actions	2024 - 2025	2025- 2026	2026- 2027	Responsibility
To provide appropriate access to all users	<ul style="list-style-type: none"> Seek information on the needs of users and pupils 				<ul style="list-style-type: none"> HT
	<ul style="list-style-type: none"> Annual risk assessment of classrooms for users. 				<ul style="list-style-type: none"> All teachers

To ensure that disabled adults are considered equally with others for posts in the school	<ul style="list-style-type: none"> Continue to welcome all applicants for teaching and TA posts 				<ul style="list-style-type: none"> Govs/HT
	<ul style="list-style-type: none"> Continue to encourage all members of the community to consider becoming a Governor 				<ul style="list-style-type: none"> Govs/HT
To ensure that all pupils and adults with disabilities understand evacuation procedures	<ul style="list-style-type: none"> Ensure that all disabled pupils understand fire notices. Staff to take disabled children around the school to ensure they understand the evacuation process, termly. 				<ul style="list-style-type: none"> All staff
	<ul style="list-style-type: none"> Continue to ensure that visitors indicate if they will need assistance during an evacuation (as indicated on visitor badges) 				<ul style="list-style-type: none"> Admin staff

D. Making written information accessible to pupils in a range of different ways					
Target	Actions	2024 - 2025	2025- 2026	2026- 2027	Responsibility
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> Ask parents/carers about access needs when a child is admitted to the school 				<ul style="list-style-type: none"> HT/Reception teacher
	<ul style="list-style-type: none"> Ask parents/carers and children about access to information in review meetings 				<ul style="list-style-type: none"> SENCo

To increase support for parents of children with a disability	<ul style="list-style-type: none"> To continue to facilitate access to services such as Parental Support Advisor 				<ul style="list-style-type: none"> HT
	<ul style="list-style-type: none"> Continue to encourage parents of children with a disability to support their children's education 				<ul style="list-style-type: none"> All staff
To help children become more aware of their own learning styles and access needs	<ul style="list-style-type: none"> Give children opportunities to experience different learning styles 				<ul style="list-style-type: none"> Teachers
	<ul style="list-style-type: none"> Encourage children to define their preferred learning styles 				<ul style="list-style-type: none"> Teachers

