Improving Access to the physical environment

Targets	Actions	Time Scale	Responsibility	Outcomes
Schools are aware of the needs of disabled children	Create access plans (where required) for disabled children	Ongoing as required	SENCO/PD Team	Individual plans in place for all disabled pupils and all staff aware of pupils needs.
Staff at both schools are aware of access issues	Staff report any accessibility issues to Mitie (HCS) and Pauline Brookman (LM)	Ongoing as required	All	Any access issues identified and remedied
Improve accessibility to Long Mead site	Audit of site to identify priority areas	Dependant upon audit	HT	Accessibility issues resolved
Ensuring that all disabled students have Personal Evacuation plans	SEND team to audit PEEPS	Ongoing	SENCO	All disabled students aware of evacuation criteria

Improving Access to the curriculum

Targets	Actions	Time Scale	Responsibility	Outcomes
Maintain and improve knowledge of staff in differentiating the curriculum Ensure Teaching Assistants have access to specific training for disability issues. Ensure all staff are aware of disabled children's curriculum needs. Ensure all staff are aware of, and able to use, SEN software and resources	Undertake audit of staff training needs on curriculum access. Assign staff meeting time to training identified i.e. dyslexia, mobility, hearing etc. Use staff audit to identify training needs and inform CPD LSAs to access relevant training courses where appropriate. Update system of individual access plans for disabled children. Share information with appropriate staff. Audit all SEN ICT and other resources and make a list available to staff; Run training sessions for use of SEN ICT resources.	January 19 January 19 onwards Ongoing As and when required Ongoing January 19 March 19	SENCO SENCO SENCO/LSAs PD Team SENCO SENCO SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation Raised confidence of TAs as above. Children benefit from equal access to all areas of the curriculum All staff aware of individual pupils' access needs. Wider targeted use of SEN resources in class.
Ensure all school trips and residentials are accessible for all. Review PE Curriculum to make PE accessible for all	Develop guidance for staff about how to make trips accessible Gather information for making PE accessible and disability sports	As and when	Head of School PE leads	All children in school able to take part in activities All children able to access PE and excel in sport

Improving Access to information.

Targets	Actions	Time Scale	Responsible	Outcomes
Review information to parents/ carers to ensure it is accessible	Ask parents / Carers about access needs when child is admitted to school	As and when required	Admissions Manager/Heads of Schools	All parents getting information in format that they can access.
Ensure all staff are aware of guidance on accessibility formats	Review means of communication with parents and adjust accordingly	By April 19	Admin Team	
	Provide guidance to staff on dyslexia and accessible information types	By April 19	SENCO	Staff produce routine information for children in accessible ways.
Ensure that we engage with all parents through a variety of mediums	Review through discussions with parent groups	By April 19	PB/HS/EA	Communication methods adapted where necessary