

Improving Access to the Curriculum 2016 – 2018

Target	Action	By Whom	When	Resources	Success Criteria
All staff to support inclusive practice	All staff to be aware of National Curriculum Inclusion statement through INSET Differentiation IEP training Evac Chair	Inclusion Manager/SLT	Termly	Twilight Inclusion Manager School Nurse	All staff aware of NC Inclusion statement and their responsibilities All students meeting targets
Pupils with Learning difficulties and disabilities identified at transition	Liaison with feeder schools, Learning support services, analysis of SAT's results and base line assessments	Inclusion Manager and departmental staff. KS3 Manager TA	Summer term. Beginning of Autumn term	Time allowed for liaison with feeder schools and analysis of SAT's results and base line tests	All pupils with SEN and disabilities identified
All pupils with disabilities are able to access the curriculum	Staff training AFI Inclusive technology	Dedicated Teaching Assistant to manage day to day needs of disabled pupils	On-going	ICT CPD Writing slopes Task lighting	All pupils with additional needs able to participate in lessons and move around building safely
Identified Dyslexic pupils have strategies to access text	Set up 1 – 1 workshops during registration time	Inclusion Manager	Revisited when required	GST time	Dyslexic pupils more able to access curriculum
All pupils with physical, medical, visual and hearing difficulties have access to school trips and visits	Review of visits protocols Audit the transport and venues of the trips and visits to ensure they comply with Equality Act . Supply support for pupils	All staff arranging trips and visits RNO/DBY	On-going	Funding to use transport and premises complying with DDA	All pupils with disabilities included in school trips and visits
Ensure TAs have access to specific training on disability issues	Use staff audit to identify TA training needs and inform Professional Development process	Inclusion Manager	On-going due to staff turnover and arrival of new students	GST time, overtime, training days – gained time	Raised confidence of TAs

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Ensure all staff are aware of disabled children's curriculum access	Dissemination of information via individual pupil portraits	Inclusion Manager	On-going – regular reviews testing for fitness for purpose	Staff meetings, email, training days	All staff aware of individual pupil access needs.
To enable all pupils with additional needs access to examinations	Assess needs of pupils for exam access arrangements	Inclusion Manager Intervention teacher Learning support services Examinations officer	Summer term and Autumn term for KS3/4 prior to examinations	Funding for testing materials, time to test pupils and submit the access arrangements Staffing time, scribes and readers, invigilators. Extra exam rooms	All applications for access arrangements successful
Parents more involved in planning for learning	Regular contact with parents Termly reviews Personal invitation and consultation evenings Invite parents in to complete parental contribution before review process	Inclusion Manager EMA cohort	On-going	Meeting time Admin support Translation when necessary	Parents feel included Shared understanding of pupils' learning
To ensure all parents are included in Equality Act planning	Meeting with students, parents, external agencies and staff	Inclusion Manger Headteacher	On-going	Meeting Time Timetabled time	Pupils meeting targets and enjoying learning Keele Review Processes
Ensure all staff are aware of resources available for specific pupils	Pupil Specific training/information sessions	Inclusion Manager	On-going due to staff turnover and arrival of new students	Meeting times/emails	Ensuring all staff are aware of the availability
Involve TA's in lesson planning and inclusion	Help TAs to establish subject specific skills Establish joint TA/teacher planning opportunities TAs to be assigned so specific core curriculum areas	Inclusion Manager	Termly/Annually for new staff	Training days, GST, overtime, Admin time	A team of TAs with a suite of skills to address the needs of the pupils

Improving Access to the Physical Environment 2016 – 2018

Target	Action	By Whom	When	Resources	Success Criteria
To safely evacuate pupils with disabilities in case of fire	Devise a system of fire evacuation and give training to staff involved	Headteacher School Business Manager Inclusion Manager Support staff	Yearly training for support staff and pupils (or sooner if new staff/pupils join)	Funding for equipment and updating of training	All pupils evacuated safely in event of a fire
To assess the building and external environment to maintain access	Building internally and externally modified to meet needs of the pupils and staff with disabilities	Headteacher School Business Manager Inclusion Manager	Yearly or as the need arises	Funding for any alterations needed	All people with disabilities have access to the school
School is aware of the access needs of disabled children	Create access plans for individual disabled children as part of IEP process	Inclusion Manager	On-going	Time to complete	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs
All building work has considered accessibility guidance	Share accessibility plan with relevant personnel and contractors	SLT/Board of Directors	On-going	Planning meetings, contractors/site	On going improvements in access to all areas when undertaking routine and maintenance works
Improve access to the reception area	Area always accessible for wheelchairs. Sufficient chairs for waiting visitors	Site team	On-going	Funding for resources, time to complete	Disabled parents/carers visitors feel more welcome.
Ensure all fire escape routes are suitable for all	Request advice from Safety Adviser on accessibility of exit routes and fire doors	Inclusion Manager	Completed, reviewed again with any new building work	Fire evacuation plans in place Fire safety officer	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations

Improving Access to Information 2016 – 2018

Target	Action	By Whom	When	Resources	Success Criteria
Review information to parents/carers to ensure it is accessible	Review all letters home to check reading age/ plain English Produce newsletter in alternative formats eg large print	Headteacher	Termly Termly	DEX to check SRA to develop enhanced resources	All parents getting information in format that they can access
Ensure all staff are aware of guidance on accessible formats	Distribute guidance on good practice in accessible formats Provide guidance to staff on dyslexia and accessible information	Inclusion Manager	Termly	Communication disseminated Resources ordered centrally for staff	Staff start to produce routine information to children in more accessible ways
Inclusive discussions of access to information in all annual reviews	Ask parents/carers and children about access to information and preferred formats in all reviews Develop IEPs to meet needs	Inclusion Manager	On-going On-going	Inclusion Manager time to disseminate	Staff more aware of pupil's preferred method of communication
Children become more aware of their own learning styles and access needs	Encourage pupils to express their access needs and explore learning styles	All Teachers	On-going	Daily communication in lessons	Children able to articulate their access needs and understand their own learning styles