

Accessibility Action Plan
Improving the physical Access at Star Primary School
2016 - 2017

Task	Success Criteria	Time scale	Monitoring	Areas for development
Improve ways of recording written information by the SEN/ EAL / Disabled children	Children are encouraged to use a variety of forms other than the standard written form (iPads for all SEN children)	February 2017	SENCO & Senior Leadership Team	Further improve use of ICT and specialist equipment by all groups to access written information and record information.
Ensure that as far as is reasonably practicable the needs of disabled visitors to the school are taken into account	All recently built/refurbished areas of the school are DDA compliant. Community Room accessibly for disable visitors	October	SENCO & Senior Leadership Team	Improve disabled access in all areas of the school
To ensure staffs are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Review the needs of children with specific issues, provide all relevant training to the key staff. <ul style="list-style-type: none"> - Induction checklist and disability awareness for new staff. - Provide training for key staff in moving and handling of pupils with disability. 	Sept 2016	SENCO & Senior Leadership Team	All staff are trained and confident with issues linked to accessibility and inclusivity to accessing the curriculum. All staff are aware that physical interventions at this school are conducted within a framework of positive behaviour management and individual risk assessment.

<p>To increase the extent to which disabled pupils can participate in the curriculum</p>	<p>Continue to implement personalised targeted learning, where appropriate. All subjects leaders to consider disability issues during the review of policies. Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms, for example, IPad, sensory equipment.</p>	<p>Sept 2016</p>	<p>Curriculum Leads</p>	<p>All pupils with High Needs funding have an individualised timetable and learning provision Disability issues are considered and incorporated in subject policies. Classrooms are fully equipped to meet the child's needs.</p>
<p>Access arrangements to meet individuals' needs when taking tests etc. Time will be applied for and support provided when required.</p>	<p>SENCo/Phase Leaders will ensure appropriate assessment and reports are provided in order to apply for access arrangements.</p>	<p>March 2017</p>	<p>Curriculum Leads</p>	<p>All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.</p>