



Target/Success Criteria	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>To ensure pupils who require additional resources are able to access the curriculum.</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p> <p>All staff are able to identify and support pupils needs across the school.</p>	<ul style="list-style-type: none"> Review accessibility of IT including ipads and available laptops for both in school and remotely. Ensure Pupils have access to learning materials to support their learning. Purchase of Digital resources to engage and increase access to the curriculum both in school and remotely. Train TAs and staff in line with required resources and interventions. Review of resources within pupil progress meetings e.g. handwriting grips etc. Pupil Health Plans/PPP are reviewed termly. Planned transition allows for good communication and ongoing support. Ensure all classrooms and resources are organised in accordance with pupil need. Help 	<p>September 2020 ongoing.</p>	<p>Laptops/lpads</p> <p>Fidget equipment.</p> <p>£5000 SEN budget annually.</p> <p>Dyslexia friendly resources.</p> <p>Autism friendly classrooms.</p> <p>Differentiated resources i.e. spelling mats etc.</p> <p>Visual/hearing impaired resources.</p> <p>Intervention resources purchased i.e. dyslexia, snip, chance to talk, talk boost, Nelli etc.</p>	<p>SENCO</p> <p>MENTAL HEALTH LEAD.</p> <p>HEADTEACHER</p> <p>CLASSTEACHERS</p> <p>SUPPORT STAFF.</p>	<p>Lesson Observations</p> <p>Ongoing Monitoring (see monitoring cycle)</p> <p>Pupil Progress Meetings.</p>

	<p>desks are available and accessible within classes.</p> <ul style="list-style-type: none"> • Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties e.g. Makaton, autism, epilepsy, diabetes, epi pen etc. • TA access chance to talk and talk boost training. • Share good practice within school. • Seek issues and feedback from ongoing monitoring cycle. • Review PE to ensure access of vulnerable individuals. CPD – inclusive PE. • Monitoring review of SEND outcomes and progress annually. 				
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> • Audit participation in extra-curricular activities and identify any barriers. • Ensure school activities are accessible to all students. • Active Soccer to support extra curricula activities for all. • Participate in area events for partner schools e.g. Boccia, Athletics etc. • Additional risk assessments for individual pupils if required. 	Termly	<p>Additional staff hours to support pupils if required.</p> <p>£600 annually.</p>	<p>Laura Harper – after school lead.</p> <p>PE Lead.</p> <p>Knowsley PE Partnership.</p>	Annual report to Govs.

	<ul style="list-style-type: none"> Implement daily mile to support obesity strategy. 			All staff.	
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> Analyse impact of Behaviour policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all reviews. Consult pupils and staff on any proposed changes. Review Website accessibility to homework and remote learning in particular for EAL pupils. 	<p>Sept 21 and termly.</p> <p>Sept 21.</p>	Time to consult.	<p>SENCO</p> <p>Headteacher.</p> <p>Website lead.</p>	<p>Ongoing as policies are reviewed.</p> <p>Termly.</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p> <p>School is a new build and has good physical accessibility however will need constantly reviewing.</p>	<ul style="list-style-type: none"> Review personal evacuation plans for those pupils who require support. Ensure all school areas have wheel chair access and egress. Further purchase accessible play equipment. Welfare cover for pupils to access playground equipment and lunchtime safely. EYFS outdoor provision review of access to develop social skills or support additional needs. 	<p>Ongoing.</p> <p>Annually.</p> <p>Termly.</p> <p>September intake and ongoing.</p>	<p>Playground resources.</p> <p>£200 annually.</p>	<p>Site manager</p> <p>SENCO</p> <p>Class teachers.</p>	<p>H& S Govs</p> <p>Inclusion Team.</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> Purchase new PSHE Jigsaw Scheme. Identify areas to raise awareness and support. 	Summer 21.	Jigsaw Scheme £1000 annual	PSHE and SRE Lead.	Pupil Voice.

	<ul style="list-style-type: none"> Review Assembly Programme: widen focus in line with Jigsaw scheme. Involve local disability groups in assemblies and visits to school Regular items for newsletter highlighting achievements of pupils with disabilities. Ensure environment supports achievements of individuals with disabilities. 	Sept 21		Headteacher. Deputy Headteacher. Assistant Headteacher.	Learning Walks.
<p>Availability of documents in alternative formats.</p> <p>Pupils and parents have access to school information in the formats they require.</p>	<ul style="list-style-type: none"> Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> Large print Braille Pictorial or symbolic representations Ensure signage is suitable for non-readers, is clear and well situated The school makes itself aware of the services available through the LA for converting written information into alternative formats. The LA local offer is shared on the website. 	September. Ongoing. Summer 21. November annually. Annually.	Local EAL support team. Local SEND support team. Purchase resources.	SENCO Headteacher	Learning walks Annual monitoring of website.

	<ul style="list-style-type: none">• Monitor uptake of documents in alternative formats• Review accessibility of newsletter and letters for parents.• Homework information available as information sheets in alternative formats as appropriate.• Website updated to be more accessible.			Website Lead.	
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