

Appendix 1 – Action Plan January 2019 – December 2021

Duties in Equalities Act 2010 require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition to this, our commitment to inclusion recognises that we need to increase access in these 3 ways to the wider school community, not just pupils.

Priority	Action Required	Success Criteria	Person/s responsible	Date Achieved
Support for parents of children with disabilities	Review Chill & Chat sessions on Fridays to provide specific workshops for parents SENDCo to run specific training if required eg Comic Strip Conversations	Parents to feel better supported with their child/ren	Deana Smith, Etelka Moon, Julie Servaes	
Transitions/Changes to routines	Transition Books in place for pupils who require them Use of Parent app to remind parents of changes in advance whenever possible to prepare children at home SENDCo to provide advice to staff around reasonable adjustments and allowances for disabled pupils 'Oops' card introduced to all classes and training provided on how to use it Further discussion with parents around changes of support in advance when possible	Both pupils and parents feel that transition has improved	Deana Smith, Michelle Cloutman, all teachers	
Emergency procedures in place for children when required	Behaviour Care Plans implemented with agreement of parents	Clear system in place to ensure children are safe and care is consistent	Deana Smith	

<p>Continue to monitor and raise the standards of disabled pupils</p>	<p>SENDCo to observe pupils, offer feedback and advice and/or make referrals to advisory teachers</p> <p>SENDCo to monitor pupil progress of disabled children termly</p> <p>SENDCo to support teachers of pupils in Year 2 and 6 with access arrangements for SATs</p>	<p>Any gaps in pupil progress are reduced when possible</p> <p>Pupils better supported with SATs so that the process is smooth</p>	<p>Deana Smith</p>	
<p>For children to feel happy and safe at play and lunchtimes and know where to go for help</p>	<p>1 x a term reminder in assemblies about Chill Skills mentors</p> <p>New bibs for Chill Skills mentors – bright yellow/orange so that they can be easily spotted</p> <p>Investigate possibility of signage over a shelter so that children know where to go if they need a friend to play with</p>	<p>Pupils are better supported with their mental health</p> <p>Pupil awareness of support increased</p>	<p>Etelka Moon, Deana Smith</p>	
<p>Keep under review the physical accessibility of the school building and site and make timely arrangements to accommodate access and medical conditions</p>	<p>External steps to be painted yellow to help pupils with visual impairments</p>	<p>Building more accessible for those with visual impairments</p>	<p>Rob Cann</p>	