



## ACCESSIBILITY PLAN

| Equality Strand Accessibility  | Action   | How will the impact of the action be monitored?   | Who is responsible for implementing?  | What are the time frames? | Early success indicators   |
|--|--|---|---|---------------------------|--|
| Increasing the extent to which disabled pupils can participate in the school curriculum. | Increase access to assisted technology and technology packages to support learning.  | Identification of additional equipment/packages required. Purchase of required equipment. Evaluation of technology used by individuals and groups.                    | Head teacher Inclusion manager IT coordinator   | Ongoing                   | Improved access to the curriculum for targeted individuals/groups.   |
|  | Continued programme of staff training e.g. Autism, Attention Hillingdon. Key staff to disseminate training in school. Deputy Head, Assistant Head teacher, all staff.                      | Audit of staff training/needs. Programme of training identified. Training cycle implemented – evidence in observations, Learning Walks of implementation of training. | Head Teacher, Assistant heads EYFS,KS1/KS2, Inclusion manager                               |                           | Increase in staff knowledge/understanding about various disabilities. Staff are increasingly able to meet the needs of children through implementation of strategies to support curriculum participation and monitoring of pupil progress. |
|  | Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs, use a variety of learning styles and are differentiated appropriately | Learning walks /classroom observations – focus on learning styles, strategies and differentiation.  | Head Teacher / Assistant heads /EY FS,KS1/KS2 all staff/Inclusion manager/ H& S coordinator |                           | School visits are accessible to all pupils regardless of attainment or impairment.   |
|  | Alternative arrangements made to facilitate trips and extra-curricular activities, e.g. transport and staffing to ensure that all pupils can participate in these activities.              | Participation in trips and extracurricular activities for all children.   | Head Teacher / Assistant heads /EY FS,KS1/KS2 all staff/Inclusion manager                   |                           |  |
| Improving the  | *Target/Increase the use of visual   | *Learning walks and   | Class teachers  | Ongoing                   | Class rooms/key areas of the school  |

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| environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. | materials and signage in classrooms and around school.<br>e.g. visual timetables.<br>*Following the completion of the building works ensure lifts are operational at all times.<br>*All buildings and rooms are accessible by ramps. | observations with a focus on the classroom environment.<br>*Site Manager to keep log of all maintenance.  |   |           | have clear visual signage.   |
| Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled              | Transition Booklets produced for pupils with Statements of SEN/significant needs at key times of change. Continue to develop visual materials, Social Stories and additional resources to support communication and learning.        | Increase visual support materials available on school network (SEN).<br>Materials used by class teachers and TAs to support transitions, manage behaviour and aid learning. | Inclusion manager ensure all materials are available on the shared network . All staff responsible for implementing as appropriate. | . Ongoing | Improvement in pupils' ability to cope with and adaptability to change and new situations. |