

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objective <i>State short term, medium term and long term objectives</i>	Actions to be taken	Persons responsible	Date to be completed by	Success criteria
Maintain access to the curriculum for pupils with a disability.	Termly Planning for Progress meetings are held ensuring pupil and parent voice is heard.	Differentiated pupil voice questionnaires, with support staff, to be completed termly prior to review meetings. Parental questionnaire to be sent out before meetings to gain those views. Teachers to then assess, plan, do, review, taking on board all views.	Monitoring to ensure all outcomes from meetings are implemented in each classroom.	SEND Team	Ongoing	Person centred planning meets the needs of all SEND children and contributes to their progress. Parents and pupils feel their views are valued (coproduction).
	Alternative methods for the recording of work are implemented in each class.	Children to use specific computer software and equipment to support the recording of their work.	Software and equipment are regularly updated and maintained.	Alan Holland	Ongoing	Evidence of alternative methods of recording are used and pupils are meeting their writing targets.
	Staff use language at the correct level for children they work with.	To provide Blank level training for all support staff.	Train staff on a rolling programme in their classes. Ensure Blank levels are displayed in each class Staff have access to SLT training.	Rebecca Wainwright	Ongoing	For staff to be confident in using Blank Levels to communicate effectively with the children in their class.
	Staff receive training to meet the needs of all pupils. Staff from Sensory services work closely with staff and	To increase knowledge of all staff working with HI children.	All staff to attend staff meeting 20/10/21. All staff to attend INSET		Ongoing	Staff are confident in working with children. Children feel valued and understood.

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	pupils.	To develop skills with Signing.	Jan 2022.			They make their expected progress as work is presented in appropriate ways and correct targets are set.
	School have access to our own Speech and Language Therapist.	To increase the knowledge and confidence of staff in working with children in their class. To support staff in ensuring SALT recommendations are implemented. To set up communication groups as needed.	Investigate training asked for Downs, ASC sensory Medical, complex needs Email relevant courses to staff via Consortia. To ensure training received is cascaded down to other staff- via staff meetings, notes, coaching.	SEND Team Staff attending training Rebecca Wainwright		
	Alternative methods of communication are valued.	To raise staff awareness of signing. To ensure all children are using their preferred/recommended methods of communication.	INSET Day on signing Jan 2022. Monitoring and support given to staff as required/requested through observation or through planning for progress meetings.	Julie Pendleton Rebecca Wainwright	Ongoing	For staff to be confident in signing with the children they work with and understand their communication. Children are seen to be using their personalised communication methods in class.
	Children with sensory needs have their needs met as they have access to a sensory	To further improve the experiences of children with sensory needs.	Consider use of a Hub. Purchase more sensory	SEND team	September 2022	Children are ready to learn and make expected progress.

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	<p>circuit and quiet room when required.</p> <p>Two staff are Neurodiversity Early Years Champions</p>	<p>To cascade information/ support staff and children across the school.</p>	<p>materials/ have a central storage area.</p>	<p>Karen Renison Sarah Leslie</p>		<p>Children display fewer outbursts of behaviour.</p>
	<p>Children with social, emotional and mental health have their needs met through:</p> <ul style="list-style-type: none"> the curriculum Staff training - Trauma INSET day a range of interventions in school (Detsey, Draw and talk, sand therapy, Neurodiversity EY Champions, Learning mentor mindfulness club, ROAR through outside agencies- Seedlings 	<p>To further improve the experiences of children with SEMH. To investigate any other interventions.</p> <p>To cascade information/ support staff and children across the school when staff have been on training.</p>	<p>Roll out Detsey Programme and Sand therapy to more children. KS1 have access to Learning Mentor.</p>	<p>Keith Tucker Laura Savage Staff</p>	<p>Ongoing</p>	<p>Children are ready to learn and make expected progress. Children display fewer outbursts of behaviour as they are better regulated.</p>
	<p>Our school offers a differentiated curriculum for all pupils.</p>	<p>For subject coordinators to audit the curriculum to ensure it meets National Curriculum expectations, is differentiated, personalised and meets the need of every single</p>	<p>Staff to use amended plans on staff share for Science and theme. To complete amended plans for themes in each year group.</p>	<p>Subject coordinators</p>	<p>ongoing</p>	<p>All children receive a broad and balanced curriculum. Evidence in books and on Twitter</p>

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		pupil. Establishment of a life skills group for those children who would benefit from it.	To investigate the feasibility of setting up a Life skills group	SEND Team		
	Curriculum progress is tracked for all pupils.	To moderate children's work using PIVATS- within school and across consortia/special schools. Investigate the use of B squared. To use the Engagement model for assessing children with severe, profound and multiple learning difficulties.	During preparation for planning for progress staff and Sarah Leslie moderate a sample of work. Staff meeting allocated times. SEND team to visit schools where B squared is used. Consortia to investigate use of B squared To list the children who need to be assessed using this method. Staff to receive training if needed.	Teachers SEND Team	Summer 2022	Children's work is correctly assessed. Children's progress is measured appropriately. Assessments are in line with government/Local Authority guidance.
	Children who require it have their own personal Manual Handling, pupil profile or medical profile.	To ensure Manual Handling plans are up to date and understood by all staff. For staff to be fully trained and receiving refresher training every 18 months.	Update/ review Manual Handling plans annually or when a child's needs change. Provide interim training as part of an induction programme. Permanent staff to receive a full day's Safer Manual Handling Training	Manual Handling Team	Ongoing	Children's needs are fully met and are safely transferred. Staff use the correct manual handling technique.

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		To ensure enhanced pupil profiles are up to date.	day. Update pupil profiles at the start of each school year.	Julie Pendleton School Nurse		All staff are aware of the medical needs of the children within their class
Ensure the safety of children & staff.	Risk Assessments to be carried out for specific children and staff members.	Individual Risk Assessments to be carried out to ensure the safety of staff and children.	Information to be gathered to support the completion of an individual risk assessment.	Julie Pendleton	ongoing	Children/ Staff are kept informed and are able to protect themselves from injury/harm.
	All children have access to a range of school clubs during lunch time and after school.	To extend the range of clubs available to children during lunch time and after school using the expertise of staff, trainees and outside visitors.	Harry to investigate support from Greenbank and other outside agencies to offer support for after school clubs - Boccia, disability football etc. Trainees to be encouraged to set up clubs for year groups.	Harry Jones Harry Jones	ongoing	Children are able to attend school clubs. Parents respond positively to the range of clubs available to their children in the next Parental SEND questionnaire.
Improve and maintain access to the physical environment.	The environment is built to the needs of pupils and staff as required. This includes: <ul style="list-style-type: none"> All entrances to classrooms, playground, car park and school buildings are fully wheelchair accessible. Lift to staffroom and conference room, where the fire evacuation procedure 				Ongoing	

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	<p>is displayed in the lift and outside it.</p> <ul style="list-style-type: none"> • Key stage 1 and 2 classrooms are fitted with overhead hoists. • Wide corridors. • Disabled parking bays available and clearly signed. • Disabled toilets and changing facilities. • Fully accessible swimming pool for disabled adults and children. • All areas of school are accessible for wheelchair users. 	<p>To investigate FS area, have access to overhead tracking.</p> <p>Ensure drawers and pegs are accessible for children in wheelchairs. Slope on yard.</p>	<p>Manual Handling care plans are written for our children`s entry/exit and support required whilst using the pool.</p>	<p>Julie Pendleton</p>	<p>Yearly or reviewed if a change occurs.</p>	<p>All children`s medical/physical needs are met to enable them to access the pool.</p>
	<p>The environment is adapted for specific children:</p> <ul style="list-style-type: none"> • Large print resources • Braille • Pictorial/symbolic representations • Visual timetables • Dyslexia friendly resources • Flashing fire alarm in bathrooms 	<p>To ensure all children are sat in the correct places and have appropriate equipment to maximise learning opportunities. To ensure all drawers are labelled with photos and written labels. To update guidance on the use of visuals.</p>	<p>To have weekly input from teachers of VI and HI.</p> <p>Termly monitoring/ support from SEND Team.</p>	<p>Staff from Sensory Service</p> <p>SEND team</p> <p>Julie Pendleton Rebecca Wainwright</p>	<p>Ongoing</p>	<p>All children make expected progress.</p> <p>All children evacuate the building safely when hearing or seeing the fire</p>

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						alarm.
Provision of accessible information for pupils, parents, staff and visitors.	<ul style="list-style-type: none"> The school website allows visitors, parents and carers to access the site in a range of languages and is updated regularly. School letters. Assessment letters. 	To have staff available to help parents if needed.		Alan Holland SEND Team	Ongoing	Parents and carers are enabled to make a better-informed choice for their child. All parents/carers are kept updated with information regarding school life and their child's assessment and progress.
	All children are included in educational visits.	Staff to consider the suitability of a venue/site for the children they teach. Adapt the visit according to the needs of the children.	Staff to contact/visit sites and complete a risk assessment to ensure they are accessible and complete a review form upon return.	Class staff	Ongoing	All children can access visits safely.
	There is good communication between home/school all children.	To ensure the home/school book is providing relevant information for parents. To ensure all parents are aware of what their child is learning and of upcoming events. To support parents of children on transport who don't always feel part of the Springwood Heath Community.	To update the home school book. Send out half termly topic mats and letters with events on each half term. Coffee morning/afternoon for parents on transport to build up a sense of belonging, community	Julie Pendleton Class staff SEND team	ongoing ongoing	Parents give positive comments in planning for progress meetings and parental questionnaires. Parents attend and give positive feedback.

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			and support either face to face or online.			
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