## Improved provision of Information.

### To develop a monitoring system to identify and further support pupils/adults with a disability.

- Monitor relevant information relating to the physical needs of new parents and/or children.
- Continue to ensure that the register of pupils with medical needs are updated and circulated to staff.
- Ensure healthcare plans for children with more complex medical needs are written in collaboration with the family and the school nurse if necessary and circulated to staff.
- Provide training to meet the needs of children with disabilities, particularly for LSA’s.
- Continue to ensure that transfer of information regarding particular needs of vulnerable children is shared between the relevant professionals.
- Ensure induction, (including lunchtime supervisors) includes the medical needs of vulnerable children and what this entails.
- Ensure translators are available to parents when deemed necessary.
- Ensure the website enables equal access via the translator tool.
- Ensure VI or HI teams make regular visits across the school.
- Mango lunchtime Club continues to develop and meet the needs of children who may find play times challenging.

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### Success Criteria

- Key information is gathered, kept and disseminated to the relevant parties. A smooth transition is made by children new to the school.
- Parents/careers are involved when writing a healthcare plan.
- Staff are aware of children’s individual needs and appropriately trained and confident to deal with them.
- Network meetings continue to discuss vulnerable pupils and their needs.
- Induction includes children with complex needs.
- Information is communicated clearly for all families, including those requiring assistance with translation.
- The SENCo is kept up to date by the VI and HI teams on how best to support pupils in class and around the building.
- Socially vulnerable children are supported and encouraged to socially interact in a safe and secure environment. Their social skills will improve so they can access the main playground appropriately.

### Who?

- Office staff
- SENCo
- Office staff
- SENCo
- SENCo
- SENCo
- SENCo
- NF/WE
- FB
- SENCo
- SENCo
- Learning mentors

### When?

- Ongoing
- Termly
- Ongoing
- Ongoing
- Termly
- Termly
- Daily

### Monitoring and Evaluation

- Ongoing
- Termly
- Daily

## Improved access

- To continue to develop effective differentiation strategies for all pupils (SEN, EAL)
- Cultural diversity and positive images of people with disabilities to be reflected in the Creative Curriculum and around the school.

### Every child has equal access to the curriculum and feels successful.

- The ethnic diversity of school is represented. All feel involved and included.

### Who?

- All teachers
- DHT

### When?

- Daily
- Termly
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| To ensure the school develops pupil’s awareness of disability. | ● Discuss issues relating to Disability Equality with the school council.  
● Assemblies to cover a wide range of issues including living with disabilities.  
● Monitor the PSHE curriculum to ensure disability awareness is taught effectively.  
● Monitor children’s participation in clubs, trips, sporting events.  
● Ensure the curriculum is adapted within reasonable adjustment if required.  
● Ensure the sound fields are in good working order for pupils with a hearing impairment.  
● For school trips, individual risk assessments to be written for individual pupils if appropriate. | Pupils and adults have an increased awareness and understanding of disability in its many forms.  
There is equal representation and access to clubs, trips and sporting events.  
Soundfields are used to support individual pupils.  
Risk assessments for individuals are completed when appropriate and information communicated to all relevant parties. | DHT  
PSHE leader  
TB  
FB  
Sencos  
SENCo T.O.  
HI Team  
SENCo Teachers  
Office Staff | Termly  
Annually  
Annually  
Ongoing  
Annually  
Ongoing |

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<th>Improving the physical environment.</th>
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| To provide appropriate access to all users. | ● To take account of the needs of the pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.  
● When purchasing new playground equipment, look at the accessibility for every child and not just the majority. E.g. scooter Park  
● To allow every child access to the outside environment.  
● To incorporate appropriate colour schemes when refurbishing to meet the needs of all pupils.  
● Continue to adapt requirements as appropriate on an individual basis for parents and children. | Everyone has some degree of independence when moving around the school building and grounds.  
All children have equal access to the outside area, including new play equipment and Scooter Park.  
Colour schemes continue to fit in with the whole school approach.  
The Accessibility Plan is monitored regularly in order to ensure individual requirements are met whenever possible. | HT Governors  
SENCo  
HT Governors  
SENCo BE  
HT  
HT Governors | Ongoing  
Ongoing  
Ongoing  
Ongoing  
Ongoing  
Ongoing |