

Target	Strategies	Timescale	Responsibility	Success criteria	Evaluation
<b>Physical Access</b>					
To be aware of the access needs of disabled pupils, staff, governors, parents and visitors	New pupil medical/additional needs questionnaires	Before entry of every new child	Office staff	Completed questionnaires and issues raised with SENCO	
	Identify access needs of parents through family questionnaire and access to pastoral team.	Annually at the beginning of the school year and then throughout the year during pastoral drop in sessions.	Office staff/SENCO/	School is aware of access needs of parents and parents are able to access the building effectively and safely.	
	Identify the needs of the staff during recruitment, induction procedures, annual appraisal meetings and back to work interviews. Engage with occupational health if required.	Annually and then as required.	SLT	All needs of staff are highlighted and necessary adjustments are made	
Ensure pupils, staff and visitors with physical difficulties are able to access the building effectively and safely with and without	Entrances are clearly identified and are accessible.	Checked weekly.	Mr Gittins, Office staff, SLT.	All pupils, staff and visitors are able to locate relevant entrances and are able to enter and exit the building safely.	

support.	Magnetic door fasteners throughout school have been serviced and are working correctly. Ensure all staff are aware how to reconnect the fastenings if they come undone.	Checked regularly and any problems are reported immediately to the school office who will log the problem and engage relevant services to fix the problem promptly. Staff made aware of how to fasten and unfasten the doors at the beginning of each year.	Relevant outside company to service the system.  SENCO	All staff are able to close and refasten the corridor doors throughout school to ensure accessibility.	
	Ensure corridors are clearly accessible throughout school.	Corridors are checked daily.	All staff. Class teachers to choose corridor monitors to tidy outside their classroom and all teachers to take responsibility for the area outside their classroom or their area of the cloakroom.	All pupils, staff and visitors are able to move around the school safely.	
	Ensure that disabled pupils in wheelchairs are able to access classrooms safely and effectively.	Check seating position and layout of classrooms to ensure access for pupils with physical difficulties and those in wheelchairs. This will need to be done at least annually when a pupil moves to a new class and throughout the year as well.	SENCO and class teachers.  Headteacher if ongoing difficulties are encountered with regards to access.	Disabled pupils and pupils with physical needs are able to access the classroom effectively and safely.	

<p>Ensure that the equipment within school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.</p>	<p>Ensure relevant moving and handling plans are updated as and when needs change.</p>	<p>As and when required dependent on individual need and access to equipment.</p>	<p>SENCO</p>	<p>Pupils with physical difficulties who access equipment have relevant up to date moving and handling plans in place.</p>	
<p>Ensure that pupils with HI and VI have access to the aids they require or that reasonable adjustments have been made to meet their individual needs.</p>	<p>Support from the VI specialist teacher within school when required. Support from the SEND VI specialist who comes into check technology each term.</p> <p>Ensure that pupils with VI have access to the correct sized font as advised by the orthoptist or specialist VI teacher.</p>	<p>As required</p>	<p>SENCO/specialist teachers/class teachers/TA/parents</p>	<p>Reasonable adjustments are made to meet the needs of individual pupils.</p>	

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<b>Access to the curriculum.</b>					
Ensure that all children have the correct height of furniture and are seated effectively within the classroom to access teaching and learning.	Ensure all tables, work areas and chairs are a suitable height for all children especially when it is a new classroom.	Annually	SENCO, class teachers and outside agencies such as OT and Physio.	All pupils will have access to the correct height of furniture.	
	Ensure that children who have been provided with equipment such as classroom chairs from OT have these assessed regularly in order to check that they are functioning properly and are effective in enabling the pupil to access the curriculum.	At least annually	SENCO, OT, Class teacher, TA	Pupils with specific furniture will be able to access the curriculum effectively.	
To ensure that staff are aware of the specific needs of pupils within our school and that training is provided as required.	Dyslexia and Dyscalculia training to be delivered to staff.	Ongoing		Staff have a developing understanding of how to meet the needs of pupils with dyslexia and dyscalculia within their classes.	
	Update the medical board in the staffroom and the medical information on class lists and contextual information so that all staff are aware of the	Annually and then ongoing.  First Aid training is undertaken when required.	SENCO  School Business Manager SLT	Staff are aware of children who have medical needs within school and are trained to manage these effectively.	

	<p>medical needs of individual pupils in school.</p> <p>Ensure that first aid certificates are updated when necessary and that staff are trained to meet the needs of more complex medical needs such as diabetes.</p>				
	Staff audit to be carried out to identify training needs.	Termly	SENCO	Staff training needs are identified	
	Training and information updates to be given to staff at staff meetings and TA meetings.	Ongoing throughout the year	SENCO	Staff are kept up to date with information regarding pupils with additional needs	
	Staff to be made aware of the online training resources for SEN including the IDP resources and advanced training materials.	Ongoing	SENCO	Staff are developing their understanding of needs of pupils with additional needs and how they can meet these needs in the classroom.	
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<b>Information</b>					
To ensure that information for parents/carers/visitors/ Potential parents are accessible.	Check that the information regarding SEND such as the SEND information report, local offer, policy, accessibility plan is available on the school website and is easily accessible. Ensure that paper copies are readily	Ongoing	SENCO	Parents/carers/visitors/ potential parents are able to access information about the school easily and in a relevant form for them.	

	available should they be requested by parents/visitors who do not have access to the internet.				
Ensure that the languages of our school community are reflected around school and that parents who do not have English as their first language are still able to access information from school.	Ensure that there are multilingual signs around school.	Ongoing	EAL coordinator	Our school global community is reflected throughout.	
	Ensure that the EAL TA is available for meetings/phone calls with parents if required for translation. Engage with the Lancashire EAL support service for translation if unable to meet the need within school.	Ongoing	EAL coordinator	Parents who may struggle to communicate in English are able to access information in their own language wherever possible.	