

## Greenfield Academy- Accessibility Plan 2024-2026

### Document Control

Description	By Whom	Duration of plan	Review dates
Established Dec 2023	Z. Neophitou (Head of Academy)	January 2023- December 2026	December 2024
Approved Dec 2023	Jane Green (Head of Inclusion)		December 2025

### Mission statement

**“Believe, Achieve, Succeed”.**

Our mission statement **“Believe, Achieve, Succeed”** reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Greenfield Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, cultural and language needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

### Purpose of plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. The plan also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M). In addition, the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Greenfield Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

### Aim

The academy's accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school's curriculum.** This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.
3. **Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

### Definition of SEND

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:*

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

### **Disability is defined as follows by the Disability Discrimination Act 1995:**

*'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.*

The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.' (SEND code of Practice 2014)

### The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy.
- Equality Plan
- Curriculum Policies
- Critical Incidents Policy
- Health and Safety Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

### **Audit of existing provision**

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

#### **Improving Curriculum Access and Participation**

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- ICT is used creatively to maximise learning for all pupils and to ensure pupils with physical disabilities have access to the curriculum and are supported to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.

- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified.
- All pupils have access to Physical education and swimming.
- Academies works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

### **Improving Physical Access to all areas of the Academy**

- Greenfield Academy was built in 2000 and is accessible for those with limited mobility as it is a single storey building with no steps or changes in floor level.
- There are 2 disabled toilets.
- Symbols to be used throughout school for those with hearing impairments (where required).
- Communication in Print, as well as Core Communication Boards from Tameside Speech & Language Team, and a range of strategies to support individual needs are used to develop communication throughout for individual pupils with Special Educational Needs, as appropriate.
- Adapted/specialised furniture provided to meet individual needs when defined by the care plans.
- Space for small group work and individualised work for targeted learners.
- Children's work is shown to be valued by use in displays around the school.

### **Improving Information Access to all Stakeholders:**

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- Teachers2Parents is used to communicate to parents.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English, this maybe in person or through the use of Language Line.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Parents section on school website with access to policies and long-term planning.
- Weekly Newsletters, half termly Learning Letters and termly Principal summary newsletters.

### **The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.**

This plan has been created following an audit completed in Dec 2023 of current provision. Our audit is revised annually and a three-year action plan is produced based on the findings

**App. 1 AUDIT TOOL to develop Action Plan**

<b>AIM 1 Increasing the extent to which all pupils but particularly those with a disability can participate fully in the school's curriculum.</b>				
<b>Curriculum Access Audit Tool</b>				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Do <b>all staff</b> actively seek to remove all barriers to learning and participation for pupils, parents and visitors?	Staff have received a variety of training to further CPD around SEND provision and practice in a mainstream setting	Clear Inclusion policy in place	1/2/3	Harmony Inclusion Team  Antony Benedict-Relational Inclusion  Educational Psychologist-Tameside SLA
Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required?	All staff have a 1:1 with a member of SLT- <ul style="list-style-type: none"> <li>Teachers meet with HoA</li> <li>TAs meet with Deputy Principal.</li> </ul> -SENDco offers advice and support to both teachers and TAs. -Access to the Harmony Trust CPD Brochure and Tameside Speech & Language Therapist who visits the academy weekly.	Monitoring and support from health teams if needed	1/2/3	Allocated time away from class  Allocate some of the SLA days to this support
Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities? Does the academy provide access to computer technology appropriate	HTML Strategy is utilised  All children in KS2 have 1:1 Device for home/school	-SENDCo to liaise within the SEND Hub -HTML lead to liaise within Development Team and utilise shared expertise/resources on the URL	1/2/3	SENDCo time  SEND Hub attendance and network development



for students with disabilities?	All children in KS1 have access to a 1:1 device	-Staff training on effective use of iPads to enhance and support SEND learners		HTML Lead time/Development Team
Are classrooms 'SEND aware' and optimally organised for SEND pupils?	All teachers and TAs are fully aware of the children in their classroom and their needs. All identified children have plans to support their needs and learning. Differentiation is planned as part of daily QFT	All staff receiving training on <b>'Supporting understanding of language' and 'Language Friendly Classrooms'</b> , including use of <b>Core Boards</b>  <b>Training on use of C in P</b>	Yearly monitoring	Support from within the academy, Trust-wide and from outside agencies where required  Support from SENDCo, other practitioners already implementing the strategies and outside agencies
Are all pupils encouraged and supported to take part in all aspects of the curriculum? Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example physical education?	Greenfield Academy has an inclusive curriculum, all lessons are adapted to the needs of the child. Where specialist adaptation is required advice will be sought from relevant outside agencies such as CLASS and the Manual handling Team	Reasonable adjustments in place for children struggling to access NC- use of hub, nurture time, SEMH groups  SEND sensory PE session 1x week with Active Tameside	Ongoing	Support from within the academy, Trust-wide and from outside agencies where required  Support from SENDCo, other practitioners already implementing the strategies and outside agencies
Do leaders recognise the additional planning and resource preparation workload for teachers related to supporting pupils with SEND?	The SENDCo is available to support teachers with additional planning and support required. Timetables have been adapted to ensure that specific time is allocated to supporting children with identified	QFT is main priority for all. -Use of Provision Maps to support teachers and TAs to provide the appropriate support within the classroom. -IPs are only used for children who require	Ongoing CPD based on children's needs within school and adapted where necessary	SENDco  Inclusion Team  Ed Psych  SALT team



	needs throughout the school day.	targeted and specialist support. -Children with EHCPs have IPS and personalised curriculum where needed		
Do all staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum/practical work?	All staff adapt planning and provision to meet the needs of the children. Additional support where required is planned for.	Teachers liaise with SENDCo and SLT on additional support that maybe required for specific children.	Ongoing each throughout the year- termly SENDCo / tchr meetings, and termly Pupil Progress Meetings with SLT	This is adapted to meet the needs of the child or staff.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	All lessons include a variety of cooperative learning techniques appropriate to the task and the children.	Teachers have received training on differentiation, questioning and modelling- continue to embed practice	SLT monitoring throughout the year	SLT
Are school visits, including residential, made accessible to all pupils irrespective of any SEND?	All pupils are invited on trips, visits and residential. The academy liaises with the organisation to ensure accessibility is available and adaptations are made where possible.	Through RA and planning process relevant adaptations and resources are highlighted, and close planning takes place between the academy, parents and venue/ providers	All trips are planned through EVOLVE with clear RA and identify key children and their needs	Dependent on trip/ visit/ experience
Are adaptations made to transition arrangements for SEND pupils where needed?	Y6 and SENDCo meet with new school SENDCo and SLT member. If additional transition visits or meetings are	Current practice will continue  Use of Six into Seven for Tameside transitions	1/2/3- end of each academic year (July)	SENDCo, class teacher and SLT time

	required, these are arranged. New school is invited to the last Review meeting if possible			
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<b>AIM 2 Improving access to the physical environment of the school.</b>				
<b>Physical Access Audit Tool</b>				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
<p>Are car park spaces reserved for disabled people near the main entrance?</p> <p>Are drop kerbs in place from parking point?</p> <p>Is the wheelchair route clear of hazards?</p> <p>Is the route well lit?</p>	<p>There is one disabled parking bay near to the entrance gate.</p> <p>There is a drop-down kerb but this is at the rear of the car parking space, if a wheelchair user needs to access the gate they will need to drive wheelchair up between cars.</p> <p>No hazards except if there are parked cars either side of the space.</p> <p>Car park well lit</p>	<p>Site team to look at drop down kerb and access for a wheelchair user to access the pathway to the gate if car park is full.</p>	<p>Site Team to look at adaptations to be made for access to pedestrian gate</p>	<p>Site staff to assess</p> <p>Funding to adapt the kerb in the car park around the disabled parking space</p>
<p>Is it possible for a wheelchair user to get through the principal door unaided?</p> <p>If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?</p> <p>Are buzzers, signing in books etc. at wheelchair user height?</p>	<p>Buzzers are at wheelchair height, and the internal door can be opened by the Admin Staff, however all door open outwards which would prove difficult for a wheelchair user to manage without support.</p> <p>No automatic doors.</p> <p>Lobby area might not be wide or long enough for wheelchair user to reverse back</p>	<p>-Review of door openings required</p> <p>-Automatic opening doors required to be fully accessible to wheelchair users</p>	<p>Review annually &amp; on needs basis- Currently no wheelchair users regularly accessing site- if required Site Team will assess the need for</p>	<p>Funding for adapting the front entrance if required</p> <p>H&amp;S and Site staff to assess</p>



	whilst door to the main foyer area opens. Double door width on both entrances.		outward opening, automatic doors	
If there are steps in the building is a ramp provided? Does the building have a lift that can be used by wheelchair user to allow access to different levels? Is there a continuous handrail on each internal stair flight or gradients? Do all steps have contrasting edging?	Single storey building so no lift or handrails required. All entrances are accessible on the ground floor.	N/A		
Are Personal Evacuation Plans [PEPs] written for all SEND pupils, staff [and visitors] who require one?	All identified pupil who require a PEP have them in place written by the SENDCo and shared with relevant staff. Currently no staff who require a PEP.	PEPs reviewed annually by the SENDCo, or more regularly if required.	SENDCo produces PEPs for all identified children. Reviewed annually by H&S Team	
Does the school have a wheelchair accessible toilet? Can any baby changing facilities provided be used at wheel chair height?	The academy has 2 disabled access toilets. One toilet has baby change facilities which can be used at wheelchair height.	Baby change facilities need to be reviewed, changing tables very small and not appropriate weight for children attending Nursery.	Site & H&S Team to review the changing facilities – will continue to monitor as currently no children requiring a lie down changing station.	
Are emergency and evacuation systems set up to inform ALL pupils + visitors including those with hearing	All staff and pupils are aware of evacuation procedures. Currently have no children or staff with a	If required advice to be sought from H&S team regarding sight and hearing impairment		

<p>and visual impairment? (e.g. flashing light)?</p> <p>Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?</p>	<p>sight or hearing impairment on site, these procedures would be reviewed if required and H&amp;S team referred to for advice.</p> <p>All fire exits are double width exits, all wheelchairs users will be able to access.</p>	<p>evacuation procedures.</p>		
<p>Are non-visual guides used to assist people to use the buildings?</p> <p>Is a hearing induction loop available (either fixed or portable) in the academy?</p>	<p>If a visually impaired person on site they would be led by a nominated member of staff to nearest fire evacuation point.</p> <p>No hearing loop installed currently.</p>	<p>If required advice to be sought from H&amp;S team regarding sight and hearing impairment evacuation procedures</p>		
<p>Are pathways and routes logical and well signed?</p>	<p>All exits are signed and very clear routes to fire exits.</p>	<p>Reviewed at least annually by H&amp;S team and throughout the year by HoA, Caretaker and Office Manager.</p>	<p>Annual H&amp;S review</p>	
<p>Is appropriate furniture &amp; equipment provided to meet the needs of individual students?</p>	<p>Adaptions are made on recommendations by external agencies such as physiotherapists.</p>	<p>Advice will be sought if required</p>		
<p>Do furniture layouts allow easy movement for pupils with disabilities?</p>	<p>The position of children with additional needs is considered when setting up classrooms. Furniture and layouts will be adapted to suit the needs of the class and the children within it.</p>	<p>-Teachers &amp; TAs follow advice given by the SENDCo and external agencies regarding children with additional needs.</p> <p>-Any specialist equipment will be purchased or loaned from the LA to meet the needs of the child.</p>	<p>1/2/3-ongoing through annual reviews and reports from external agencies involved</p>	
<p>Do all the corridors have a clear unobstructed width of 1.2m?</p>	<p>All corridors are unobstructed</p>	<p>N/A</p>		
<p>Are quiet rooms/calming rooms available to children who need this facility?</p>	<p>Use of KS1 Hub</p>	<p>-Development of KS2 Nurture Room in 24/25</p>	<p>2/3-allocated</p>	

			spaces in 2024/5	
Are appropriate 'Buddies' provided for all disabled pupils who needed these on admission?	Children's needs are assessed prior to joining the academy, or before starting school again if after an accident. SLT & SENDCo liaise with parents and the child (if appropriate) about their needs, if external agencies involved their advice is sought and followed.	Needs are met on an individual basis. SENDCo will set up a meeting with relevant agencies and parents. Plans and RAs are then put in place.	1/2/3-ongoing through annual reviews & CCRs	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Currently no HI children within the academy, advice would be sought from the hearing Impairment Team and the Harmony Trust SEND Leads to ensure provision and practice is set up and appropriate.	N/A		
Can wheelchair users volunteer at the academy effectively?	Wheelchair users would be able to volunteer at the academy but a review of the entrance would need to take place but this would not stop access to the building.	Adaptions to the layout of the classroom would need to be considered in all KS2 classrooms.	If and when required	

**AIM 3 Improving the provision of information to all.**

**Provision of Information Audit Tool**

Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Does the academy provide awareness raising training to office reception staff to support them in identifying	All staff currently complete relevant iHASCO training for their role and responsibility, this	-Continue to update staff with relevant training and adapt approaches to meet	1/2/3- ongoing H&S training diaried into the CPLD calendar	

<p>parents'/visitors' information access needs, such as support with reading or completing forms?</p>	<p>includes inclusion and diversity training. Admin staff contact SLT if they feel a visitor requires specialist support or adapts their approach to meet the needs of the visitor/ parent as they work with them.</p>	<p>the needs of visitors as they arise. -Admin team to bring to the attention of the HoA and Caretaker of any issues which arise from the building itself or the support we can give for individual people.</p>		
<p>Are pupil admission forms completed 1:1 to enable a sensitive conversation to be held?</p>	<p>Admin Team take the parent/ carer to a private room to support with the completion of admission forms or online forms- away from other members of the public and staff. If available, bi-lingual staff are used to support parents/ carers with forms, however the academy does not have staff who speak the home language of all children. In these cases, GOOGLE translate is utilised or use of Language Line.</p>	<p>Continue to support parents to complete forms in a private manner.</p>	<p>Ongoing and provided on a needs basis- FSW &amp; Attendance Officer both based at the academy</p>	
<p>Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?</p>	<p>The academy has provided letters, etc in large print and the school website is available in other languages. However, some of the languages spoken at the academy are dialects so there is no written form. We use interpreters, language translation apps to support parents and ourselves.</p>	<p>-Currently no system to provide braille or audio versions of information, this could be looked into.  -Use of Language Line as translation service</p>	<p>Adaptions and alternative forms could be provided when required- advice from the Inclusion Team</p>	<p>SENDCo &amp; FSW</p>

<p>Does the academy ensure that all appropriate staff are familiar with technologies developed to assist people with disabilities with information access, such as those that read aloud written E-letters, newsletters.</p>	<p>This is an area which has not been explored by the academy. Advice and support into this would be appreciated from external agencies and the Harmony Trust.</p>	<p>Accessibility options on iPads/ website</p>	<p>To be developed in 2024/25</p>	<p>SLT &amp; SENDCo</p>
<p>Are all written paper-based communications to parents placed on the website to allow electronic access for disability support apps/technologies/ translation to be used?</p>	<p>All communications with parents are sent via: Paper copy Email/ text Posted on the website</p> <p>Letters are also shared with children before they are distributed so children can speak to parents/ carers about what the information they have brought home.</p>	<p>Accessibility options on iPads</p>	<p>To be developed in 2024/25</p>	
<p>Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?</p>	<p>Reports are sent home to parents in paper format. They will be given to parents during a face to face Parents Evening where a teacher or bi-lingual Teaching Assistant will go through the report and discuss it with parents.</p>	<p>Accessibility options on iPads</p>	<p>2024/5- Reports can be emailed to parents/ carers in order translation via app on tablets/ phones</p>	<p>SLT &amp; FSW- software adaptations</p>
<p>Does the academy provide access to computer technology and software appropriate for pupils, parents and visitors with disabilities? [e.g. widget on-line]</p>	<p>HTML Strategy is utilised</p> <p>All children in KS2 have 1:1 Device for home/school</p> <p>All children in KS1 have access to a 1:1 device</p>	<p>Research and ask for support with these approaches from the Harmony SEND Leads and Family Support Teams</p>	<p>2024/5</p>	<p>SENDCo, SLT &amp; FSW</p>

<p>During activities such as workshops/parents' evenings does the academy offer information in user friendly formats for disabled parents/visitors e.g. offering read aloud projector screens where needed?</p>	<p>Currently the academy offers bi-lingual support to parents who require it, and GOOGLE translation app/Language Lune for those parents we cannot offer support to.</p>	<p>Research and ask for support with these approaches from the Harmony SEND Leads and Family Support Teams</p>	<p>2024/5</p>	<p>SENDCo, SLT &amp; FSW</p>
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## Accessibility Plan for Greenfield Academy 2024 – 2026

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.

### Plan to improve Curriculum Access

Objectives	Tasks/Actions	Timescale	Resources	Lead	Monitoring
To ensure all classrooms are SEND aware	All staff receiving training on <b>‘Supporting understanding of language’ and ‘Language Friendly Classrooms’</b> , including use of <b>Core Boards and Communication in Print</b>	Autumn/ Spring Term	Communication in Print  Core Boards  Visual Timetables  First/Then  Visual prompts	SENDCO  Tameside LET team  Inclusion Team  EAL Lead-Development Team	Lesson observations  Intervention observations  Learning Walks
To ensure all staff plan for pupils with disabilities to be fully included in the curriculum/practical work	Staff to utilise -cooperative learning strategies -differentiation -modelling process ‘I do, We do, you do’ -questioning techniques -MPTA strategies -SWW structures -Task boxes -IP targets	Ongoing	Visual prompts  Planning  Task Boxes	HoA  SENDCO	Lesson observations  Learning Walks  Planning/ book scrutiny
To ensure all staff are familiar with technology and practices to assist people with disabilities	HTML CPD timetabled each term to enhance T and L  C in P training	Termly  Summer Term	iPads  Apps/websites  Widget	HTML Lead  EAL Lead-Development Team	Staff surveys  Learning environment walks  Lesson Observations

**Plan to improve the Physical Environment**

<b>Objectives</b>	<b>Tasks/Actions</b>	<b>Timescale</b>	<b>Resources</b>	<b>Lead</b>	<b>Monitoring</b>
To develop quiet rooms/calming rooms for children	Set up KS1 Hub for children with EHCP/ SEMHs needs Development of Nurture Group Links to Healthy Hyde for SEMHs interventions Use of Lego Therapy interventions Development of Nurture Room for KS2	Ongoing          2024/5	Liaise with Inclusion Team to develop provision and planning      Cost of physical resources for set up	SENDCO/ HoA  Inclusion Team	Inclusion Team/SLT
To improve accessibility for a wheelchair user to get through the principal door unaided	Review of door openings required Automatic opening doors required to be fully accessible to wheelchair users	2024/5	Cost of adjustments to building	Site Team/SLT	Annual H&S audits

**Plan to improve Information Access**

<b>Objectives</b>	<b>Tasks/Actions</b>	<b>Timescale</b>	<b>Resources</b>	<b>Lead</b>	<b>Monitoring</b>
To ensure that information can be made available to parents in a range of formats if required	Review use of iPad accessibility functions to support parents Train admin team in use of Language Line/ GOOGLE translate to support parents Train admin team in C in P for accessible signs etc Support requests for electronic reports so parents can utilise read aloud/ translation software if required	2024/5	iPads  Language Line	HoA/ Admin Team  FSW  HTML Lead	Parent survey  Parent forum  Parent groups-FSW