

Objective: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL				
<ul style="list-style-type: none"> <li>The school is fully accessible for wheelchairs and frames; there is a lift to the staffroom/loft space; corridors and routes are kept clear of obstacles.</li> <li>Lunchtime seating arrangements are considered for pupils with a disability.</li> </ul> <p>The Henry Moore Primary School continues to develop its outside areas to ensure outdoor learning takes place. Provision (in exceptional cases) is discussed and planned when a pupil's specific needs are known.</p> <p>We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.</p>				
Target	Strategy	Outcome/Achievement	Timeframe	Responsibility
Awareness of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	<p>Create access plans for individual pupils as part of their EHC process (if required).</p> <p>Be aware of staff, governors and parents/carers access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>	<p>EHC plan in place for disabled pupils and all staff aware of needs</p> <p>All individuals feel confident their needs are being met</p> <p>Access issues do not influence recruitment and retention</p>	<p>As required</p> <p>On-going and as required</p> <p>As required</p>	<p>Lead Practitioner for SEND</p> <p>Head Teacher</p> <p>Head Teacher</p>
All areas of school are accessible to all pupils.	Consider needs of disabled pupils when considering redesign and ensure sufficient and relevant signage.	As any building work takes place, space created is accessible to all.	As required	<p>Head Teacher</p> <p>Governors</p> <p>Premises Manager</p>
To ensure that the relevant furniture is available for disabled pupils in the classroom and pod.	Undertake an audit of pupils' furniture needs to include toileting and personal care assistance.	Furniture is suitable for all pupils. Handrails/steps in place to assist toileting.	As required	<p>Lead Practitioner for SEND</p> <p>Premises Manager</p> <p>OT/PT recommendations</p>
To ensure all disabled pupils can be safely evacuated.	<p>Review personal emergency evacuation plans for individual pupils.</p> <p>Ensure that all staff are aware of their responsibilities.</p>	Disabled pupils and staff working alongside are safe in the event of a fire.	Start of each academic year and as required.	<p>Lead Practitioner for SEND</p> <p>Class Teacher</p>

				Premises Manager Pastoral Manager
Ensure disabled parking bays are maintained and visual.	Maintain the line painting of the parking bays.	Parents and visitors can access the school.	On-going	Premises Manager
Ensure safe parking within the staff/visitor car park.	Yellow lines/criss cross marking is in place and visible to stop vehicles parking in dangerous locations.	Safe parking	On-going	Premises Manager

<b>OBJECTIVE: INCREASED ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM</b>				
<p>Improving teaching and learning lies at the heart of the school's work. Through self-evaluation and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.</p> <p>It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, sport and cultural activities and educational visits. The only exception would occur if a child has breached school rules resulting in he/she jeopardising the safety of himself/herself or others.</p>				
Target	Strategy	Outcome/Achievement	Timeframe	Responsibility
To increase confidence of all staff in differentiating the curriculum to meet all children's needs.	Be aware of training needs for curriculum access; Assign CPD for additional disabilities not previously addressed and when relevant; Advice and support from Specialist settings. Guest speakers, link professionals to deliver INSET.	Teachers are aware of the relevant issues and can ensure that all pupils have equality of access to life-preparation learning. Guidance from external professional partners has raised staff confidence and increased pupil participation.	On-going and as required	Lead Practitioner for SEND
To ensure LSAs have specific training on disability issues.	Be aware of staff training needs; Staff access appropriate CPD; Advice and support from Harlow Fields and other special schools, outreach services provided included Inclusion Partners.	Raised confidence of LSAs; Staff skills are matched to pupil needs.	On-going and as required	Lead Practitioner for SEND
To use ICT equipment and software to support learning.	Recommendation of technologies and equipment through relevant professionals.	Pupils have access to relevant iPads and software.	As required	Lead Practitioner for SEND ICT Technician

	Make sure that equipment is available and software is installed where needed.			
To ensure that educational visits are accessible to all.	Specific risk assessments to be completed for individual children.	All pupils are able to access and take part in a range of activities.	As required	Lead Practitioner for SEND CT
All out-of-school activities are planned to ensure the participation of all pupils.	Review all out-of-school provision to ensure compliance with legislation.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On-going and as required	All staff
To ensure that the PE curriculum is accessible to all.	Monitoring of individual pupils and their needs, providing/ adjusting equipment as needed. Assessment of the need for specialised as and when appropriate.	All have access to PE and be able to excel.	As required	Lead Practitioner for SEND PE subject leader
To ensure that all new staff are aware of their responsibilities in regard to the Equality Act 2010.	Disseminate policies and plans to relevant staff.	Staff and GB have an understanding of their roles and responsibilities	As required and appointment of new staff	Lead Practitioner for SEND Head of HR

<b>Objective: IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS WHO REQUIRE SUPPORT TO ACCESS WRITTEN INFORMATION</b>				
In today's modern society the provision of information is now accessed and available in a variety of printed, spoken and electronic forms. We believe in effective communication to promote accessibility.				
Large print - We have the facility to enlarge school documents as necessary. The school continues to engage with the LA Inclusion Partner and Specialist Teachers for advice and support about producing accessible versions of documentation for pupils with visual impairment, together with meeting the specific needs of disabled pupils.				
Target	Strategy	Outcome/Achievement	Timeframe	Responsibility
Availability of written material in alternative formats.	The school will make itself aware of the services available for converting written information into alternative formats. School to promote availability via website.	School able to provide alternative formats for individual purposes. Improved delivery of information to pupils and parents/carers.	As and when required. Request made to school office.	SLT Admin Website design team
Availability of written material in alternative languages.	The school will make itself aware of the services available for converting written information into alternative	Information is accessible to parents/carers whose first language is not English.	As and when required.	SLT Admin

	languages. School to promote availability via website.		Request made to school office.	Website design team
Annual review information to be as accessible as possible.	EHC plans and review are child-friendly.	Staff are aware of pupils preferred methods of communication. Children and families feel supported.	Ongoing	Lead Practitioner for SEND
Survey parents/carers regarding the quality of communication and ways they think it could be improved.	SLT to send out survey regarding the quality of communication to parents.	Parental opinion is surveyed and action taken to improve communication.	Annually	Governors HT/SLT
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Advice from Specialist Teachers on alternative formats and use of IT software to produce customized materials.	School information available for all. Information provided in simple language, symbols, large print and braille for prospective pupils/parents /carers as appropriate.	During induction. As and when required.	Lead Practitioner for SEND