

Equality Strand Accessibility	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Increasing the extent to which disabled pupils can participate in the school curriculum.	Increase access to assisted technology and technology packages to support learning. Identification of additional equipment/packages required. Purchase of required equipment.	Evaluation of technology used by individuals and groups.	Inclusion Manager ICT Subject Leader.	Ongoing	Improved access to the curriculum for targeted individuals/groups.
	Continued programme of staff training e.g. Autism, Attention Hillingdon. Key staff to disseminate training in school.	Audit of staff training/needs. Programme of training identified. Training cycle implemented – evidence in observations, Learning Walks of implementation of training.	All staff.	Ongoing	Increase in staff knowledge/understanding about various disabilities. Staff are increasingly able to meet the needs of children through implementation of strategies to support curriculum participation and monitoring of pupil progress.
	Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs, use a variety of learning styles and are differentiated appropriately.	Learning walks /classroom observations – focus on learning styles, strategies and differentiation.	Deputy Head /Inclusion Manager, Phase Leaders, all staff.	Ongoing	
	Alternative arrangements made to facilitate trips and extra-curricular activities, e.g. transport and staffing to ensure that all pupils can participate in these activities.	Participation in trips and extra-curricular activities for all children.	Class teachers, Inclusion Manager	Ongoing	School visits are accessible to all pupils regardless of attainment or impairment.

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Impact Analysis; Ensure all policies consider the implications of Disability Access	Analyse impact of new policies as they arise with regard to provision for pupils with disabilities	Ongoing	Leadership Team.	Leadership Team time to review policies.	Governors
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.	Target/Increase the use of visual materials and signage in classrooms and around school. e.g. visual timetables. Ensure lifts are operational at all times. All buildings and rooms are accessible without steps. Events for carers and parents are held in the main part of the school	Learning walks and observations with a focus on the classroom environment. Site Manager to keep log of all lift maintenance.	Class teachers DHT and Site Manager.	Ongoing	Class rooms/key areas of the school have clear visual signage.
Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.	Transition Booklets produced for pupils with Educational, Health and Care Plan (EHCP) significant needs at key times of change. Continue to develop visual materials, Social Stories and additional resources to support communication and learning.	Increase visual support materials available for use by class teachers and TAs to support transitions, manage behaviour and aid learning.	All staff responsible for implementing as appropriate.	Ongoing	Improvement in pupils' ability to cope with and adapt to change and new situations.

ACCESSIBILITY

Annual report from Inclusion Manager highlights the overlap between Disability Discrimination Act (DDA) and SEN	Governors are aware of the number pupils on the SEN register for whom their SEND would be recognized. Under the DDA, SENCO to report on any special modifications that need to be made to provision or the curriculum to meet these needs.	Termly inclusion report to governors	Governors Inclusion Manager	Termly	Governors are aware of the cross over between SEND and the DDA and have taken account of these needs and auctioned them as recommended or appropriate.
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