

The following action plan outlines what will be achieved in the next three years with regards to improving the access to education for disabled students.

Focus and lead staff	Key steps (including key staff and timescales)	Resources	Outcome
Priority1 Improving access to the curriculum			
1a Review SEN Policies and Procedures in light of DDA's requirements (GCG)	<ul style="list-style-type: none"> • Identify and review SEN policies relating to DDA (GCG / EBE annually) • Amend policies as required to incorporate DDA requirements (GCG / EBE annually) • Present any amended policies to governors for approval (NCK July annually) • Communicate new policies to staff via internal communication systems and INSET days (September annually) 	SLT time Admin time	All policies and procedures incorporate the current requirements of DDA
1b Establish steps to be taken to further meet the needs of current disabled students (GCG)	<ul style="list-style-type: none"> • Ensure that the central record detailing relevant students disabilities and current arrangements is maintained (LPO/DWI/EBE ongoing) • Identify any additional provision required (SENCO ongoing) • Communicate any specific needs to staff (SENCO ongoing) • Revise ADP to incorporate findings from above as required (PGR ongoing) 	SLT time SENCO time	All staff are aware of all students who have disabilities and are able to address their current needs. Any additional provision not provided is identified and included in an action plan
1c Review existing transfer arrangements to ensure disabled students' needs are being met (GCG)	<ul style="list-style-type: none"> • Ensure arrangements for the Sept intake include identifying the needs of prospective students who have disabilities (DWI/ EBE Jan annually) • Identify any specific provision required (DWI/EBE on going) • Communicate any specific needs to SENCO (DWI ongoing) • SENCO to liaise with outside agencies and update DWI / GCG (EBE ongoing) • Revise ADP to incorporate findings from above as required (PGR ongoing) 	SLT time SENCO time	All prospective students who have disabilities are identified in good time to ensure any special arrangements for their needs are in place when they arrive

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1d Identify staff training needs regarding relevant pedagogy and material production (EBE / EHA)	<ul style="list-style-type: none"> • Using information obtained in 1b & 1c identify staff who may need specific training needs (EBE ongoing) • Inform EHA of any specific training requirements (EBE ongoing) • Arrange training as required within the CPD programme or INSET days if whole school (by Jul annually) • Arrange for any training related documentation to be produced (EHA / EBE by Jul annually) 	SLT time SENCO time CPD cost Photocopying cost	Training requirements to enable all staff to meet the needs of current students and prospective students is identified and provided.
1e Audit existing extra curricular activities to establish involvement of disabled students (LPO/DWI/HOY)	<ul style="list-style-type: none"> • Identify and contact internal and external providers (LPO/ DWI Feb annually) • Collate responses (LPO / DWI Mar annually) • Identify any barriers to disabled students taking part in extra curricular activities (LPO / DWI Mar annually) • Communicate any specific needs to SENCO (LPO / DWI Mar annually) • Revise ADP to incorporate findings from above (PGR Apr annually) 	SLT time Admin time Photocopying cost Postage	The level of involvement of students with disabilities is monitored and a plan in place to remove any identified current or potential barriers
1f Review trips policy in light of DDA's requirements (DWI)	<ul style="list-style-type: none"> • Review policy as required to incorporate DDA's requirements to ensure that disabled students are able to access all trips on offer to students and that staff are able to assess the needs of and respond to students with disabilities (DWI Feb annually) • Present amended policies to governors for approval (NCK July annually) • Communicate new policy and procedures to staff via internal communication systems and INSET days (DWI September annually) 	SLT time Governors time Photocopying cost	Students with disabilities are able to access all trips on offer to all students

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<p>Priority 2 improving the physical environment (PGR)</p>	<ul style="list-style-type: none"> • Undertake an inspection of the school campus to identify and prioritise areas where improvements may be made (PGR/SL Apr annually) • Ensure all new build incorporates DDA requirements (PGR/SL ongoing) • Repaint step edges (SL Aug annually) • Interview existing students to seek their views (SRU Apr annually) • Liaise with the transition co-ordinator to identify any prospective students requirements for September annually (PGR ongoing) • Arrange a meeting with LA specialist as required (PGR ongoing) • Revise ADP to incorporate findings from above into a three year plan (PGR ongoing) 	<p>SLT time</p>	<p>The physical environment is adapted where possible to support students with disabilities. A plan is in place to further improve the physical environment over the next three years</p>
<p>Priority3 Improving access to written information (NCK / GCG)</p>	<ul style="list-style-type: none"> • Ensure that all staff know which students require amended written information in line with dyslexia friendly initiative (EBE ongoing /July annually for Sept intake) • Liaise with EM to ensure that support for the production of this material is available (PGR/EBE ongoing) • Monitor the quality of any amended written information (EBE ongoing) • Interview existing students to identify any whole school documents which need amending and how this can be achieve for current and prospective students (EBE Apr annually) • Review the website content and accessibility (PGR/ KR Jun annually) 	<p>SENCO time</p>	<p>Written information appropriate to the individual needs of students with disabilities is provided. Staff are supported in the production of such materials</p>

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<p>Priority4 Ensuring that the school meets the requirements of the DDA (NCK)</p>	<ul style="list-style-type: none"> • Inform the governing body that the current policy has been reviewed and updated (NCK Oct annually) • Ensure that the governing body monitors the ADP (NCK annually) • Make ADP available to all staff via the school communication systems (PGR Jul annually) • Liaise with a selection of multi agency groups and invite them to form a consultation group (EBE Apr annually) 	<p>SLT time Governors time Photocopying cost</p>	<p>Governors and staff are aware of DDA requirements. Governors have processes in place to monitor its policy and ensure continuous improvement.</p>