

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
<ul style="list-style-type: none"> • Increase access to the curriculum for pupils with a disability 	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • Continuous monitoring of pupils to ensure any new arising needs are met • The curriculum is reviewed to make sure it meets the needs of all pupils • Termly pupil passport meetings with parents • Provision map in place • Liaise with external agencies and incorporate strategies 		<p>To ensure entitlement and access for all pupils</p>	<p>Continual review of the curriculum</p> <p>Adaptations made to the curriculum where necessary</p> <p>Curriculum and resources include examples of people with disabilities. Disabled people represented in our curriculum – e.g. through PE and sport</p> <p>Termly targets to be closely monitored and progress checked</p>	<p>Headteacher, SENDCO and subject leaders</p> <p>Teachers</p> <p>All staff</p> <p>Teachers and SLT</p>	<p>Ongoing</p>	<p>The curriculum is accessible to all pupils and needs are met</p> <p>SEND objectives are in place for disabled pupils</p> <p>Staff are confident that pupils' needs are met</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • SEND policy and SEND Information Report in place and available on the website • Pupil Voice • Regular communication with parents/carers • Liaise with external agencies and incorporate strategies • School visits and trips are accessible to all pupils <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Smaller chunks of work • Use of technology • Scribes / readers 		<p>Consideration for activities enabling all pupils to actively take part.</p>	<p>Adapt the curriculum implementation to ensure that pupils' needs are being met</p> <p>Pre-teaching opportunities</p> <p>Scaffolds in place</p> <p>Staff training – high-quality teaching</p>	<p>Teachers</p> <p>SLT / SENDCO</p>	<p>Ongoing</p>	<p>Adjustments and provision are made to ensure that all pupils can access a broad and balanced curriculum</p> <p>All pupils are able to take part in a range of activities.</p>