



St. Mary's CofE Primary

'Learning for Life'

	Action	By When	By Whom	Success Criteria
Attitudinal Barriers				
1. Disability equality training will be identified to ensure that staff can recognize disabling barriers and further improve their inclusive service to our pupils.	<ul style="list-style-type: none"> Update and review Needs Register. Identify training needs. Support staff to plan intervention provision. Support staff to assess impact of provision and record data. SLT to analysis intervention data and progress data to assess impact. 	Annual and as required	SENCo SLT /	<ul style="list-style-type: none"> Needs register prepared. Training needs identified. Effective training for staff will be planned. With specific dates agreed. Impact of provision assessed. Data analysed. Provision with regard to the analysis of the impact re planned. Training given and classrooms provide effective learning resources.

	Action	By When	By Whom	Success Criteria
1. To ensure that no member of staff or pupil is harassed or bullied on grounds of their impairment through training and raising staff awareness.	<ul style="list-style-type: none"> Audit Review of Accessibility. Add changes to plan. Induction talk to new staff. Staffing update as and when needed. Monitoring of disabled pupils or staff via SEN arrangements. 	Ongoing	HT / Gov / SENCo	<input type="checkbox"/> No disabled person experiences harassment or bullying.
2. To continue the work carried out so far to ensure that the school curriculum is as accessible as possible.	<ul style="list-style-type: none"> Continue planned training and reactive training as necessary. See SEN Policy. See SDP for training for differentiation, supporting independent learning etc. 	Ongoing	SEN Team / HT	<input type="checkbox"/> No disabled stakeholder or pupil to experience barriers to access.



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<p>3. Ensure that all disabled pupils, staff and parents have all reasonable adjustments made for them even when other members of staff or pupils feel that they are being treated more favourably.</p>	<ul style="list-style-type: none"> • Produce individual SEN / medical arrangements where needed. • Produce an action plan. • Share action plan with all staff. • Monitor and review action plan in line with SEN arrangements. • Report to Governors • Review and Evaluate 	<p>Ongoing</p>	<p>HT / Gov</p>	<p><input type="checkbox"/> All reasonable adjustments made and no pupil or member of staff feeling that the school could have done more. (Effective communication of what is and is not reasonable will be required.)</p>
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	Action	By When	By Whom	Success Criteria
<p>1. Disabled stakeholder focus groups to be involved in the planning of adjustments to classrooms and grounds. Ideas and suggestions to be taken into account.</p>	<ul style="list-style-type: none"> • Set up focus groups made up of pupils, parents, staff, Goves and HT as required. • Gov to report on any environmental changes. • Draw up an action plan. • Evaluate success once adjustments made. 	<p>As required</p>	<p>HT / Gov</p>	<p><input type="checkbox"/> Disabled stakeholders feel that their input has been recognized.</p>
<p>2. To continue the work we have started to ensure that the school buildings are as accessible as possible.</p>	<ul style="list-style-type: none"> • Include in regular Health and Safety premises monitoring • Put in place an action plan if needed • Monitor Action Plan. • Report to Gov • Review and Evaluate impact. • For Extended Services – ASC/BC to perform a risk assessment ensure inclusivity for all pupils. 	<p>Termly As required</p>	<p>SBM/PM/GOV</p>	<p><input type="checkbox"/> No disabled stakeholder or other pupil experiences barriers to access.</p>



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<p>3. To ensure that all schools visits provide for our children with disabilities. Disability provision to be identified on the risk assessment visit.</p>	<ul style="list-style-type: none"> • Risk Assessments to show individual adaptations for children with disabilities. These to be agreed by HT before visit. • Spot checks of Risk Assessments undertaken regularly and checks made to ensure that the adaptations have taken place. • Yearly Evaluation of Impact 	<p>On going</p>	<p>HT/GOV</p>	<p><input type="checkbox"/> Every risk assessment shows the provision made and children will be able to access the learning opportunity.</p>
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	Action	By When	By Whom	Success Criteria
Communication Barriers				
<p>1. To ensure that no communication barriers prevent the disabled stakeholders from fully participating in meetings to discuss any aspect of school life and the Disability Equality Duty.</p>	<ul style="list-style-type: none"> • HT meets with everyone that indicates that they have a need under the disability equality duty to discuss adaptations that need to be made. • Put in place an Action Plan. • Implement the Action Plan. • Monitor the success. • Evaluate and Review. 	<p>As required</p>	<p>HT /GOV</p>	<p><input type="checkbox"/> Appropriate technology and / or staff facilitation always available to ensure disabled stakeholders maximum involvement in school life.</p>



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<p>2. To promote independence by working with each pupil to identify the most suitable technology to maximize independence in all areas of school activities.</p>	<ul style="list-style-type: none"> • Using the Needs register identify all pupils who would benefit from using technology. • Consult with all relevant agencies to ensure that we have the most up to date equipment for the needs identified. • Suitably equip pupils , ie laptops, resources. • Monitor the success of the provision. • Evaluate and Review. 	<p>As required</p>	<p>SENCO/HT</p>	<p><input type="checkbox"/> Each pupil has access to suitable technology.</p>
<p>3. To ensure that children and parents receive information in an accessible format.</p>	<ul style="list-style-type: none"> • HSLW to support and advise providing additional assistance with communication, home school agreement, social media etc. • Transition package when required • Traveller Support Services when required • Put in place a plan to providing different formats to parents. • Complete plan. 	<p>As required</p>	<p>HT/ HSLW</p>	<p><input type="checkbox"/> All stakeholders access to information in an appropriate format.</p>
<p>Information Barriers</p>				
<p>1. Stakeholders to consider whether our dissemination of information is accessible to all and action taken to address any barriers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Questionnaires to stakeholders. <input type="checkbox"/> Action Plan Produced. <input type="checkbox"/> Action Plan implemented. <input type="checkbox"/> Annual Review and evaluation of impact. <input type="checkbox"/> Final Evaluation of impact. 	<p>Annual</p>	<p>HT/ Gov</p>	<p><input type="checkbox"/> All children, staff and parents have the information they require in an accessible format.</p>



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<p>2. To assess staff training needs to ensure that all staff are aware of ways of making information accessible to people with a range of information requirements.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess all staff training needs and put in an action plan if necessary. <input type="checkbox"/> Training. <input type="checkbox"/> Evaluation. 	<p>As required</p>	<p>HT/Gov</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Training plan drawn and training has impact
<p>3. To put training in place on accessible information if required.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> After undertaking the above this area will be addressed. 		<p>HT</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All staff confident in producing accessible information and all pupils receiving information in their preferred format.

Action Plan written by: Jacquie Chambers (Headteacher)

Approved date:

Next review date: Summer 2026