

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Adapt the physical environment of the school environment to meet the needs of pupils if and when necessary.	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	To liaise with Nursery providers to review potential intake for Sept 25	To identify pupils who may need additional to, or different provision for Sept 25 Intake	Sept 2024/2025	HT EYFS Lead, EYFS teacher	Procedures/equipment / ideas set in place by Sept 2024.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2024/25	HT All subject leaders	All policies clearly reflect inclusive practice and procedure

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	To establish close liaison with parent/carers	To ensure collaboration and sharing between school and families.	Ongoing throughout 2024/25.	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2024/25.	HT Teachers LSAs Outside agencies	Clear collaborative working approach
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEND pupils.	SENDCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents. Review Staged approach Review celebration books	Termly	Class teachers SENDCO	Progress made towards targets Provision mapping shows clear steps and progress made
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum leaders	All children making good progress.

				Governors	
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENDCO meetings	SENDCO SLT/SEND Governor	Governors fully informed about SEND provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	To ensure the learning environment is not overly visually stimulating for all children.	Calming displays in classrooms and inviting role play areas in the Early Years.	Ongoing	Teaching and non-teaching staff	Inviting environment maintained.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT / School Nurse / Family Engagement Officer	All medical needs are met.
	Ensuring all with a disability are able to	Create one page profiles for children with complex	With	Teaching and	Enabling

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	be involved.	needs. Create personalised timetables. Undertake a confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	immediate effect, to be constantly reviewed	non-teaching staff	needs to be met where possible.
Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in Liverpool Authority and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/ the wider community of Liverpool and the world and their needs Improved community cohesion
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure driveway, roads, paths	Communication with parents via safety messages	Ongoing	SLT	No accidents

	around school are as safe as possible.	/letters/walk to school week			
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Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure all children with ASD have access to the curriculum	<p>Regular parental communication</p> <p>Individualised multi-sensory teaching strategies used for ASD children.</p>	Ongoing	All staff to be aware	ASD children able to access curriculum.

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Medium Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. Records passed up to each class teacher. Annual reviews. CPOM updates. Medical forms updated annually for all children. Personal health care plans in place where necessary.	Annually	Class teachers /Outside agencies	Each teacher/staff member aware of disabilities of children in their classes
Long Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Arbor/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	SLT	Effective communication of information about disabilities throughout school.