Intended Outcome	Action(s) to be taken	Resources	Timescale	Implemented by	Monitored by (who and when)
PHYSICAL ENVIRONMENT					
Ensure accessibility for disabled/ Wheelchair users.	Audit needs of individuals and make suitable adjustments where appropriate. Use of wheelchair ramp in school hall to ensure accessibility.	Advice from Inclusion Support and other agencies.	As and when	HT SENCO	HT report actions to Governors (termly) SENCO
Appropriate changing facilities for children who are not toilet trained.	Audit the needs of the individual and find out what are the best facilities we can provide to support the child.	Advice from Orchard School/ physio therapist. Cost up and research what we need to make the environment safe for the child and staff.	6 months	HT SENCo	SENCo 6 months
CURRICULUM					

Continue to improve provision for visually and hearing impaired pupils in school.	Use of specialist equipment in classrooms. Support and advice from inclusion services. Request and use enlarged books and test papers for use in lessons. FM system to be used to hearing impairment.	Advice from the visually impaired team, i.e., access to touch typing.	On going	SENCO	HT report actions to Governors (termly)
Ensure that all children have access to the curriculum including those with medical needs.	Staff within the school to be trained so that children with medical needs can gain access to the curriculum, e.g. diabetes, epilepsy, celiac, diGeorge Syndrome, cerebral palsy, Duchenne muscular dystrophy, Ellis-Van Creveld syndrome.	Advice from Inclusion support services. Appropriate training providers, i.e., moving and handling training.	On going	SMT SENCO	SENCO
Use appropriate teaching and learning strategies to support children with SEND.	When using the IWB ensure use of a coloured background. Key words displayed. Appropriate differentiation. (See SEND policy/ SEND information report/ School provision map.)	Appropriate resources to support the needs of individual children in classes.	On going	SMT SENCO	
WRITTEN INFORMATION					

Ensure policies and key information is available and accessible in various formats.	To use different formats such as audio taping, symbols, large print, use of colour, Braille, BSL. Exploring ICT solutions to information access with appropriate support services. Have translations of key information so that it is accessible to parents with EAL.	Formats for information. Training from support services.	On going. As and when appropriate.	SMT SENCO	HT report actions to Governors (termly) SENCO