

Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum.  
Our aim at Piddle Valley CE First School 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.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and medical register and information on children with additional needs to be updated.	SENDCO	Ensure SEND register reflects current pupils being supported. Update register when needed. Ensure Medical register and Care plans are up-to-date. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals. Care plans	Autumn term 2024	SEND and medical needs will be up to date. Teachers and TA's will be aware of the needs of the children within their class.
Effective communication and engagement of parents	Head of School SENDCO	Parents meeting with Teachers and SENDCO, followed by termly meetings with parents and carers. Termly meetings with parents of EHCP children.	Up to date paperwork Room for meetings Diary dates	On going	Increased engagement of parents
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDCO	Audit staff strengths/gaps in knowledge. Internal and external training. - Autism support, SALT, EP OT. Staff meetings addressing inclusive practise and SEND procedures.	Staff training SENDCO/Teacher time External agency training	Autumn 2025	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad an effective.

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Use appropriate assessment tools and activities for children working pre-key stage	SENDCO	Ensure all staff are aware pf SEN Teacher website. Use professional suggestions for adaptations of the curriculum. SENDCO to attend networking meetings within the trust. Observe other school's showing the support for children working pre key stage	SENDCO/Teacher time External support agency SEN Teacher website	Autumn 2025	Children working pre-key stage will have consistent approaches for assessment and
To ensure that the medical needs of all pupils are fully met within the capability of the school.	Head of School and SENDCO	To conduct parental surveys To liaise with external agencies To make referrals to external agencies To identify training needs	Staff meeting TA meeting	On going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialise equipment to benefit individuals and staff.	SENDCO	IPad used to support children with difficulties. Wobble cushions used to sitting Sloped boards to work on for children. Coloured overlays or coloured paper with visual difficulties or dyslexia. Pencil grips, fidget toys, chew toys. Monitor and observe use of equipment. E.g. PECS, visual timetable.	Audit of equipment and needs Staff training Cost of resources	On going	SEND children have appropriate equipment and resources which support their learning and remove barriers to learning.
Appropriate use of intervention and	SENDCO	Track intervention progress	Training on new interventions	Autumn 2025 (Review)	Progress and attainment of all children is good.

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<p>their success and impact on progress</p>		<p>Have intervention groups across classes to give more children opportunities to attend interventions. Improve sensory interventions</p>	<p>Resources required to deliver interventions</p>		
<p>All children are visible in the curriculum and resources</p>	<p>SENDCO</p>	<p>Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.</p>	<p>Books</p>	<p>Autumn 2025</p>	<p>Children will feel 'seen' in the curriculum and resources.</p>

Improving access to the physical environment

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

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	SENDCO Head of School	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits are required	Risk assessments Time for pre-visit if required	On going	All SEND are able to access trips
Ensure all children feel safe and involved at playtimes	Head of School	New lunchtime club to train 'play makers/sports leaders' to make sure children are joining in with games	Training for play makers Buddy systems for new children	On going	Children feel safe in school - complete survey for children
Maintain safe access round the interior and exterior of the school	Site manager Head of School	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website and school staff Safety improved with parking rules	Premises walk Meeting with site manager	On going	Safe access throughout the school No accident or near misses in the car park.
Ensure access for all SEND children at after school clubs and extended day. Any adjustments are made to enable participation.	Head of School SENDCO	Audit SEND children use of clubs and extended service Risk assessments put in place	Register of clubs and extended day Risk assessments	On going	Increased access of SEND children at after school club and extended schools

Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	SENCO Head of School	Ensure documents are accessible to everyone. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Head of School time	On going	All parents will be aware of what is happening at school via website.
Ensure written materials are available in alternative formats	SENDCO Head of School	Ensure office staff can use google translate to translate written letters and newsletters to ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlarged papers. Invite parents in who need support to complete forms.	Google translate Office time Head of School time	On going	Parents are able to access all information

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Improve use of pictorial communication systems (widget)	SENDCO Head of School	Look into the programme widget. Is it needed?	SENDCO meeting to see if this is necessary for the cohort of parents and children	Termly	School staff will be aware of all disabilities of children in their classes.
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