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**ACCESS AND DISABILITY ACTION PLAN
2024-2025
Reviewed August 2024
HEADING: Accessibility Action Plan**

Name:	Mrs Millward Ms Wilson Ms Revell			
Inclusion team				
Action/ Target:	PHYSICAL AND MOBILITY DISABILITIES 2024-2025			
	Detailed Action Point	Staff Involvement	Resources	Completed by
To ensure that corridors are fully accessible to people with physical/mobility disabilities	Promote awareness of difficulties moving through corridors	All staff	Regular checks from the Senior Leadership Team and Premises Committee	Ongoing
	Encourage all stakeholders to take responsibility for maintaining the tidiness of corridors – use classroom monitors to keep corridors and peg areas tidy	Site Manager		Completed
	Toilets are fitted with non-slip flooring and support holds to enable better access			
	All glass panels have a colour contrast adhesive.	Site manager		



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	<p>Toilets are sized according to age Disability toilet is fitted with a hoist (LPS)</p> <p>All 'pinch points' to be clear to ensure ease of mobility around school (LPS)</p> <p>Environmental audit from Visual Impairment Team- Merton- to guide colour contrast for visually impaired child(ren)</p>	Site manager		Completed-monitor
<p>To ensure that people with physical/mobility disabilities are aware of safe and accessible fire exit routes</p>	<p>All rooms are accessible</p> <p>Adapted Lift (can accommodate a wheelchair) to access first floor (SGP)</p> <p>1 level only (LPS/WM)</p> <p>Emergency exits are kept clear at all times</p>	<p>Site Manager</p> <p>CEH</p> <p>Site Manager</p> <p>All staff</p>	Ramps where needed	<p>Completed</p> <p>Monitor</p> <p>Completed</p> <p>Ongoing</p>
<p>To improve awareness of all staff of children with</p>	<p>Ensure that all staff, involved in a child's care, receive a copy the child's Passports to Success and Personal Care Plan if applicable.</p>	Inclusion Leader	<p>Provision Map</p> <p>Passports to Success</p>	Ongoing



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<p>physical needs and disabilities</p>	<p>Teacher meet with the Inclusion Leader for termly Inclusion meetings to discuss the children's needs and required provision</p> <p>Each class has a Class INCLUSION File with information regarding the children in their class</p> <p>Health Care Plans to be kept in the office and in the class inclusion folder as well as electronically tagged into SIMS.</p> <p>Information about key children who require additional physical and mobility support shared with all staff (inset days in term 1 then refresh each term)</p> <p>Meet with Midday Supervisors/Extended services team to inform them of protocols for supporting identified individuals</p>	<p>Senior Leadership Team</p>	<p>Class Inclusion File</p> <p>Staff meeting to share information on key children</p> <p>Personal Care plan</p>	
<p>To implement advice from external services (e.g. Occupational</p>	<p>Ensure that all staff, involved in the child's care, receive a copy of the Provision Map and Children's Passports to Success – to be kept in Class Inclusion</p>	<p>Inclusion Leader</p> <p>Class Teachers</p> <p>Cover Teachers</p>	<p>External agency reports</p> <p>EHCP's</p>	<p>Ongoing</p>



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<p>Therapy) regarding support of identified individuals</p>	<p>folder, in each class room- all staff to be aware</p> <p>Teacher meet with the Inclusion Leader for termly Inclusion Meetings to discuss the children's needs and required provision</p> <p>Advice from external agencies are shared with class teams and updated on the provision map when received</p>	<p>Teaching Assistants</p> <p>Inclusion Lead</p> <p>Phase leaders</p> <p>SLT</p>	<p>HCP's</p> <p>Provision Map</p> <p>Passports to Success</p> <p>Class SEND File</p> <p>Personal Care plan</p>	
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Action/ Target:	VISUAL AND HEARING IMPAIRMENTS			
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	Detailed Action Point	Staff Involvement	Resources	Completed by
<p>To be aware of and implement strategies to support members of the school community with hearing/ visual impairments</p>	<p>Support from the Hearing/ Visual Impairment Team recorded on the provision map and are implemented in class</p> <p>Ensure that all staff receive a copy of the Provision Map and Children's Passports to Success</p> <p>Teacher meet with the Inclusion Leader for termly Inclusion meetings to discuss the children's needs and required provision</p>	<p>Inclusion Leader</p> <p>Senior Leadership Team</p> <p>Class Teams</p>	<p>External agency reports, following guidance from Merton's Sensory Support Team to make the environment safe and accessible.</p> <p>Provision Map</p> <p>Passports to Success</p>	<p>Ongoing</p>



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	<p>Each class has a Class SEND File with information regarding the children in their class</p> <p>Non carpeted classrooms to have a higher level of textiles around the room to absorb the sound</p> <p>Information about key children who require additional support with vision and hearing shared with all staff</p> <p>Meet with Midday Supervisors/Extended services team to inform them of protocols for supporting identified individuals</p>		Class SEND File	
Ensure information is visually accessible for all parents/carers	<p>Continue to assess accessibility of written information – electronic versions to be made available</p> <p>Make adjustments where necessary</p>	<p>Senior Leadership Team</p> <p>Office Staff</p>	Use of website to update / inform parents	Ongoing
To implement advice from external services (e.g. Visual	<p>Ensure that all staff receive a copy of the Provision Map and the Children's Passports to Success</p>	<p>Inclusion Leader</p> <p>Class Teachers</p>	External agency reports	Ongoing



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Impairment Team) regarding support of identified individuals	<p>Teacher meet with the Inclusion Leader for termly Inclusion meetings to discuss the children’s needs and required provision</p> <p>Advice from external agencies are shared with class teams and updated on the provision map when received</p>	<p>Teaching Assistants</p> <p>All relevant staff</p>	<p>Provision Map</p> <p>Passports to Success</p> <p>Class SEND File</p>	
Action/ Target:	CURRICULUM 2024-2025			
	Detailed Action Point	Staff Involvement	Resources	Completed by
Classroom provision and interventions meet the individual needs of all children	<p>Quality First Teaching is delivered in all classrooms.</p> <p>Provision Maps and Passports updated termly in Inclusion Meetings</p> <p>Drop ins and observations show recommendations are being implemented</p> <p>Assessment and data collected shows progress</p>	<p>Inclusion Leader</p> <p>Senior Leadership Team</p> <p>Phase Leaders</p> <p>Class teachers</p> <p>Teaching Assistants</p>	<p>External agency reports</p> <p>Provision Map</p> <p>Passports to Success</p> <p>Class SEND File</p> <p>Planning Feedback</p> <p>Book Monitoring Feedback</p>	<p>Ongoing</p>



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	<p>Regular monitoring and feedback shows good differentiation and children accessing learning</p> <p>Differentiation is evident in books and on planning</p> <p>Interventions are being delivered, where appropriate and teachers ensure that these skills are being applied within the classroom</p>		<p>Drop in/ observation feedback</p> <p>Data analysis</p>	
<p>Trips (including Sports Day) are planned to meet the needs of all children, staff and parent helpers</p>	<p>All organisers of trips to ensure that service providers can meet the needs of our children and adults and that reasonable adjustments are made when required</p> <p>Parents are informed of possible risks for child who need reasonable adjustments and / or bespoke support to access trip(s) this will include children with specific medical needs</p> <p>Risk assessments to be completed by the trip leader and accessibility</p>	<p>Inclusion Leader</p> <p>Senior Leadership Team</p> <p>Class teachers</p> <p>Educational Visits coordinator</p>	<p>Risk Assessment forms completed and shared</p>	<p>Ongoing</p>



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	requirements to be included on the plan			
Provision for children with special educational needs and disabilities takes a 'plan-do-assess-review' approach	<p>Ensure that all staff receive a copy of the Provision Map and children's Passports to Success</p> <p>Teacher meets with the Inclusion Leader for termly Inclusion meetings to discuss the children's needs and required provision. Here strategies to support will be planned. These will then be implemented throughout the term. They will then be reviewed using the graduated response, looking at progress and data and new strategies will be suggested.</p> <p>Advice from external agencies are shared with class teams and updated on the provision map when received</p>	<p>Inclusion Leader</p> <p>Class teachers</p>	<p>External agency reports</p> <p>Provision Map</p> <p>Passports to Success</p> <p>Class SEND File</p> <p>Planning Feedback</p> <p>Book Monitoring Feedback</p> <p>Drop in/ observation feedback</p> <p>Data analysis</p>	<p>Ongoing</p> <p>Termly review at Inclusion Meeting</p>
To implement advice from external services (e.g. Educational Psychologist or Speech and Language Therapist)	<p>Ensure that all staff receive a copy of the Provision Map and Pupil Passports to Success</p> <p>Teacher meet with the Inclusion Leader for termly Inclusion meetings</p>	<p>Inclusion Leader</p> <p>Class Teachers</p> <p>Teaching Assistants</p>	<p>External agency reports</p> <p>Provision Map</p> <p>Passports to Success</p>	<p>Ongoing</p> <p>Termly review at Inclusion Meeting</p>



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<p>regarding support of identified individuals</p>	<p>to discuss the children's needs and required provision</p> <p>Advice from external agencies are shared with class teachers and support staff and updated on the provision map when received</p>		<p>Class Inclusion File</p> <p>Planning Feedback</p> <p>Book Monitoring Planning Feedback</p> <p>Drop in/ observation feedback</p> <p>Data analysis</p>	
<p>Action/ Target:</p>	<p>PROMOTING POSITIVE ATTITUDES AND INTERACTION 2024-2025</p>			
	<p>Detailed Action Point</p>	<p>Staff Involvement</p>	<p>Resources</p>	<p>Completed by</p>
<p>To promote positive self-esteem of children with special educational needs and disabilities</p>	<p>Ensure that all children are represented in school pictures – magazine /newsletters/ website</p> <p>Send relevant information to families</p> <p>PSHE teaching and mental fitness initiative promotes individuality and strategies to build self-esteem</p> <p>Competitions (e.g. sport focuses and Spellathon) provide opportunities for all children, including those who have</p>	<p>All staff</p>	<p>Displays</p> <p>Website</p> <p>Magazine</p> <p>Resources used with children at school- representative of all</p>	<p>Ongoing</p>



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	special educational needs, to be included. Targeted SEND sports competition are also arranged			
To promote an inclusive ethos across the whole school community	<p>Adults have high expectations of all children and recognise every child as an individual</p> <p>Inclusive practice is embedded in the school values and diversity is celebrated</p> <p>Differentiation and staff 'removing barriers to learning' is evident in classrooms and all children are accessing education</p> <p>All classrooms have a regulation station which they can access when needed</p>	All staff	<p>Lesson/Curriculum planning</p> <p>Passports to Success</p> <p>Intervention Planning</p> <p>Celebration of success in assemblies and with the Heads of School, CEH</p>	Ongoing
Action/ Target:	INFORMATION AND COMMUNICATION 2024-2025			
Staff are aware of the children with Special Educational Needs and Disabilities and understand	Information for key children who require a high level of support is shared across the school in team meetings to ensure a consistent approach	<p>Inclusion Leader</p> <p>Senior Leadership Team</p>	<p>Passports to Success</p> <p>EHCPs</p> <p>Class Inclusion Files</p>	Ongoing



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<p>strategies which can support them</p>	<p>Information for Key Children is filed and accessible in the class Inclusion file</p> <p>Staff training is organised accordingly in order to develop understanding of certain conditions and needs so that staff are well informed</p> <p>Regular communication ensures a consistent approach across the school (e.g., conversation between class teachers and midday supervisors)</p> <p>Regular update from families</p> <p>Termly Inclusion meetings to discuss provision</p>	<p>Phase leaders-sharing weekly updates</p> <p>All staff</p>	<p>CPD schedule</p> <p>Individual Risk Assessments</p> <p>Health Care Plans</p> <p>Provision Map</p>	
<p>Staff are aware of the children with medical needs and conditions and know how to support them</p>	<p>Information for regular key children who require a high level of support is shared across the school in team meetings to ensure a consistent approach</p> <p>Staff training is organised accordingly in order to develop understanding of</p>	<p>Inclusion Leader</p> <p>Senior Leadership Team</p> <p>Phase leaders</p> <p>Lead First Aider</p>	<p>Passports to Success</p> <p>Individual Risk Assessments</p> <p>Health Care Plans</p> <p>Provision Map</p>	<p>Ongoing</p>



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certain medical conditions and needs so that staff are well informed

Regular communication ensures a consistent approach across the school (e.g. conversation between class teachers and midday supervisors)

All staff

Class Inclusion Files

CPD schedule