

Action Plan

Targets	Strategies	Outcome	Resource	Time
When needed, ensure that at least one classroom per subject is accessible to visual impaired, hearing impaired and wheelchair users.	Ensure that all faculties have at least one room that is on the ground floor, or accessible by a lift and that there is flexibility to ensure that the most appropriate rooms are used to meet the needs of the individuals.	All faculties have at least one room that is accessible to all individuals regardless of need.	Careful consideration of timetabling classrooms, e.g for MFL lessons.	All faculties are generally suitable – adjustments to be made dependent on the need of individual staff or students.
Teachers and Learning Support Assistants are trained to teach and support Students with disabilities	Students with disabilities attending feeder schools are identified and teachers and Learning Support Assistants attend appropriate training courses e.g. ASD awareness, SALT, supporting students with Down’s Syndrome. Audit of existing staff to be completed to ensure all have completed relevant training. (Support staff to be included in whole school appraisal process)	Teaching and Learning Support Assistants are trained to meet the needs of specific Students with disabilities New appointments and New round of training needed Develop awareness of needs amongst subject teachers		Audit to be completed by July 2018 Training is ongoing
Ensure that all students have access to maximum curriculum experience possible.	Continue to identify limiting factors to any planned activity and where practicable, provide alternative activity of similar nature.	All students have access to the full breadth of the curriculum experience and extra curricular opportunities.	Curriculum planning time and use of teaching assistant time. Entry Level and alternative curriculum qualifications available as	Ongoing response to individual need.

<p>facility to change text to larger font or to screen mask with a choice of colours for those with dyslexia.</p> <p>A read aloud facility for those with reading difficulties should also be available.</p>	<p>professionals.</p>	<p>accessible to all students and parents with learning disabilities.</p>		<p>accessible to all students and parents with learning disabilities.</p>
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