



ACCESSIBILITY ACTION PLAN September 2023 – July 2027

STRAND 1: INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM				
TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Ensure the school curriculum is fully accessible to all pupils including those with a disability.	Inclusion files on Office 365 online platform contain SEN information. Use of visual timetables Coloured overlays Writing slope Wobble cushion Manipulatives Part, part whole Bar modelling iPad Laptop Etc.	SENCo, Class Teachers and TAs	Disabled pupils have access to equipment appropriate to their needs.	Termly update of class inclusion information, or as appropriate, ongoing.
Staff to attend training to meet the needs of pupils with identified SEND.	Staff to attend relevant training to support pupils' needs. SENCo to liaise with relevant external agencies: Visual Impairment Service Hearing Impairment Service Occupational Therapy Oaktree Outreach Service West Lea Outreach Service Etc. Annual Epipen, Epilepsy and Safeguarding training	Range of providers including LA, External Providers and SENCo	Staff have the knowledge to effectively support the needs of disabled pupils.	Ongoing
Ensure the school curriculum promotes building resilience and independent learning skills for all pupils.	A range of familiar strategies are applied across the curriculum to equip pupils with building resilience and becoming an independent learner: Building blocks to showcase prior learning Deliberate Mistake Flashback Big Question Scaffolding	SLT Class Teachers and TAs	All pupils will have access to developing strategies to become resilient and independent learners.	Ongoing

	Word Banks Manipulatives Working Walls Personalised provision for pupils with a high level of need			
Develop the practice of Mindfulness to support pupils with their wellbeing and resilience.	SENCO attended Mindfulness Training, 3 Days in June 2018. Mindfulness in Schools Project.	SENCo	Pupils will have some strategies to support their wellbeing and resilience.	SENCo to support regular Mindfulness lessons via KS1 and KS2 Phase Meetings. Ongoing
Further develop staff knowledge and understanding of attachment and trauma.	Teachers and TAs accessed E-TIPs Training, Enfield's Trauma Informed Practice, in spring 2022. Whole school use of the Arc Framework from September 2022. Continued reference to E-TIPs principles during weekly TA meetings and termly SEND Inset.	Whole school SENCO Learning Mentor SLT	All staff have a greater awareness of the needs of children with attachment disorder and those who have experienced trauma. Staff understand how to communicate more effectively with pupils.	Ongoing
Ensure all members of staff attend annual Epipen training.	SLT to ensure that Epipen training is held annually and that all members of staff attend.	SLT	All pupils with severe allergic reactions can access all aspects of the curriculum and school life.	Ongoing annual training.
Ensure all members of staff attend annual Epilepsy training.	SLT to ensure that Epilepsy training is held annually and that all members of staff attend.	SLT	All pupils with epilepsy access all aspects of the curriculum and school life.	Ongoing annual training.
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible.	Pupils and staff with medical/allergy needs are identified on an A4 poster that is in all classrooms and communal rooms in school. Risk Assessments to ensure access to internal and or external educational experiences prior to visit.	SLT	All staff can easily identify those pupils and adults in school who have a known medical/allergy condition. Pupils with disabilities access school trips, special events, educational experiences, etc.	Ongoing – updated annually or as appropriate.

STRAND 2: IMPROVING THE PHYSICAL ENVIRONMENT

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Access for disabled members of the school community is considered at the planning stage of any future building works.	At present, building to replace the Music Room is at the planning stage. Consider access to all facilities in the new Rainbow Room for all pupils.	Head Teacher and Governors	Clear and safe access around the school.	Ongoing
Stairs and step edges in school are clearly defined and highly visible.	Regular repainting of contrasting yellow lines on step edges to make them highly visible for all users. Ensure flights of stairs have highly visible contrasting edges so every step is clearly seen by all pupils and staff, including those with a visual impairment.	Site Manager	Stairs and steps around the school have a contrasting edge that is highly visible.	Ongoing

Ensure new pupils with health care needs and or disabilities have a transition plan to enable a smooth and safe transition to school.	Transition plan is created to support the child with moving to their new educational setting. The views of the child, parents/carers, professionals and the school are considered when the plan is formed.	SENCo Class Teachers	New pupils to the school will have a smooth and safe transition. Pupils leaving the school will have a smooth and safe transition.	Transition plan to be completed during the half term before the child starts or leaves Hadley Wood School.
Consistent classroom displays creating working walls to showcase the current curriculum.	Display boards in classrooms to be clear, backed with neutral colour scheme. Working walls to be informative and reflect the current curriculum, including relevant vocabulary and concepts.	Class Teachers	Classrooms are a calm informative environment to support learning for all pupils.	Ongoing
Resurface the KS2 playground.	When budget allows, seek relevant contractors to bid on resurfacing the KS2 playground.	Headteacher/ Site Manager/ Governors	KS2 playground to be smooth, safe surface and free from trip hazards.	Resurfacing will be carried out during this Action Plan 2023 – 2027.

STRAND 3: IMPROVING THE DELIVERY OF INFORMATION FOR DISABLED PUPLS

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
School to be aware of services available to facilitate pupils with additional needs, and or disabilities, to access their education.	External professional services: Visual Impairment Service Hearing Impairment Service Occupational Therapy Oaktree Outreach Service West Lea Outreach Service Etc.	SENCo SLT Class Teachers TAs	Office 365 platform used to store information to promote easy access for relevant staff.	Ongoing
To ensure that new and existing members of staff have access to relevant information.	Hand up meetings between current class teacher, new class teacher, Headteacher, Deputy Head and SENCo to share information regarding pupils' needs.	Headteacher Deputy Head SENCo Class Teachers	Smooth transition for all pupils with SEND.	Annually during July.
To ensure that relevant information, regarding achievement, progress and any difficulties, is shared by Staff.	Termly pupil progress meetings and analysis of data every checkpoint, by the Headteacher, SENCo and class teachers, to facilitate the amendment of provision to support pupils to meet their additional needs.	Headteacher SENCo Class Teachers TAs	Staff will have knowledge of the pupils with additional needs and adjust provision to enable progress against a SMART target.	Every term after checkpoint data is received.
To ensure that relevant information, regarding achievement, progress and any difficulties, is	The SENCo meets regularly with parents/carers of pupils on the SEN register to review and update Individual Support Plans. The SENCo is available during consultation evenings to liaise with parents who have a child on the SEN register or who have a concern about their child.	SENCo Class Teachers	Individual Support Plans reflect and support the child's additional needs and are shared with all relevant staff.	Ongoing

shared with parents and or carers.	Parents are able to book an appointment with the SENCo via the school office.			
To liaise with professionals to gain knowledge and understanding of the additional needs of children at Hadley Wood School.	The SENCo liaises with a range of professionals via training, conferences and meetings for individual pupils. The SENCo and relevant staff have access to reports by other professionals, e.g. Occupational Therapy, Speech and Language Therapist, etc. using the Office 365 platform.	SENCo Class Teachers TAs	Advice from professionals is implemented on pupil's Individual Support Plans and day to day practice.	Ongoing