

Compliance with the Equality Act

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Increase confidence of all staff in differentiating the curriculum	Awareness of staff training	Principal	Short term	2019	Raised staff confidence in strategies for differentiation and pupil participations
	Dyslexia focus		Medium Term	2020	
	ASD focus		Long term	2021	
	Differentiation focus				
USE ICT software support	Make sure software installed where needed	ICT Teacher	Short term	2019	Wider use of SEN resources in classrooms
	Develop guidance on making trips accessible		Medium term	2019	
Partial Sighting	Improve external and internal environment access for visually impaired learners (Possible).	CEO/Director	Long term		
	Renew yellow strip marks on edges and ramps; replace blinds to black		Short term	2019	

	out blinds to reduce glare in classroom and other spaces; large text workbooks created; magnifying glasses; large monitors to account for extended text sizes		As required	2019 2020 (as required)	
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children	Seek support from LA, hearing impairment and visual impairment team at LA to undertake assessment as required	Directors	Long term	As required	

<p>The school is aware of the access needs of disabled learners, staff, governors, parents/ carers and visitors</p>	<p>To create individual disabled learner access plans (alongside PEEPs) when required. Be aware of any staff, governor and parent access needs and meet as appropriate. Consider access needs during recruitment process.</p>	<p>Directors</p>	<p>Long term</p>	<p>As required</p>	
<p>All educational visits to be accessible to all</p>	<p>Develop guidance for staff on making trips accessible. Ensure each venue is vetted for appropriateness</p>	<p>Principal and teacher</p>	<p>Medium term</p>	<p>As required</p>	