

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery.	<p>Classrooms are organised for disabled students.</p> <p>All resources / equipment used in lessons to be appropriate for students with different needs.</p>	<p>Guidance from specialists (Hearing Impaired Service, Autism Service, Visually Impaired Service, OT) taken in arranging classrooms for maximum benefit to disabled students. Guidance from the above and SENCo when purchasing specialist support equipment.</p>	<p>Monitoring indicates Disability/SEN taken into account in organising the environment for learning</p>	<p>Disabled students able to access learning environment more effectively.</p>
Curriculum delivery/ Delivery of materials in other formats.	<p>SPP targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for.</p> <p>Diagrams described and PPTs read out loud. Copies of slides and diagrams available to students.</p> <p>Students access TA support where appropriate.</p> <p>Students use appropriate additional resources as required.</p>	<p>SEN information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>SPP to state all strategies for staff to use with individual students.</p> <p>Students with physical disabilities to access support in practical lessons. Such staff to be trained in health and safety in these subject areas.</p> <p>Students to have the option of A5 or ruler sized overlays</p> <p>Students to have access to laptops as required</p> <p>Teaching staff to avoid the use of loud noises / warn students with ASD of these in advance.</p>	<p>Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated students.</p>	<p>Disabled students able to access curriculum more effectively.</p>

<p>Academy design for disabled students.</p>	<p>All areas accessible to disabled students.</p>	<p>All areas are accessible to disabled students and any new build/improvement works will be fully DDA compatible.</p> <p><b>Designated 'Safe Space' provided</b> for students with additional needs. Designated area to take account of individual needs.</p> <p>Use of the lift for students with physical difficulties. Keys to be available from the Learning Support Managers and Personal Evacuation Plan made.</p> <p>SENCO to plan alternative timetables for students unable to access the EVAC chair.</p> <p>Alternative changing facilities provided for students who are unable to access the main changing rooms for PE.</p>	<p>Any difficulties or on-going issues to be logged. SENCo to liaise with Business Manager regarding any requirements for students with SEN.</p>	<p>Disabled students will continue to be able to access all areas without difficulty and remain safe.</p>
<p>Signage</p>	<p>Signs clear and understandable for visually impaired.</p> <p>Signs clear and understandable for students with dyslexia.</p>	<p>Replacement of signs takes account of appropriate colour schemes/size for signs.</p> <p>Staff to use appropriate fonts and sizes for signs and labels within the classroom.</p> <p>Academy map for students has appropriate symbols for all students with additional needs to understand.</p>	<p>New signs clear and updated as required.</p>	<p>Disabled students are safe around the school site and in the classroom.</p>