

Curriculum Accessibility

Equal Opportunities practices should be evident in

- The formal curriculum (the programme of lessons)
- The informal curriculum (extra-curricular activities)
- The hidden curriculum (the ethos of the school, SMSC, the quality of personal relationships etc.)

No	Issue	Action	Responsible Person	Completion date
1.	Ensure that all children have access to the curriculum regardless of their disability.	<p>Adaptations to activities where necessary to enable every child in a class to access them.</p> <p>Embed teaching and learning strategies that enable children with specific learning difficulties and speech and language difficulties to access the curriculum (e.g. visual and kinaesthetic resources, task lists, support materials etc)</p> <p>Refer to and take advice from external agencies about provision for specific children.</p> <p>Visual timetables and support materials provided for children with ASD or attachment difficulties.</p> <p>Support materials available for children with visual impairment e.g. different font.</p>	Senco Teachers TAs	On going

2.	Ensure TAs have access to specific training on disability issues.	<p>Work with TAs through PDRs to develop their specific skills.</p> <p>TAs to have access to relevant CPD courses as required including the GAT TA programme.</p>	Principal Senco	On going
3.	Ensure school trips are accessible to all.	<p>Work with parents and trip destination staff to ensure access and make appropriate plans.</p> <p>Ensure risk assessment includes accessibility difficulties.</p> <p>When organising a trip, the school will take into account accessibility for all children in the group.</p> <p>Alternative arrangements for children who cannot access some aspects of the trip will be made.</p>	<p>All Staff</p> <p>Leader of trip</p> <p>Staff organising the Educational Visits</p>	Ongoing by need/trip
4.	Review PE Curriculum to make PE accessible to all	<p>Gather information on accessible PE and Disability Sports.</p> <p>Review PE curriculum to include disability sports where appropriate.</p> <p>Seek advice from PE specialists regarding disabled children.</p>	<p>PE Co-ordinator / SENCo</p> <p>PE Co-ordinator</p> <p>PE Co-ordinator</p>	
5.	Raise awareness of disability equality issues and review all curriculum areas to include disability issues.	Ensure a range of disabilities are represented in curriculum resources, displays etc.	SENCo	On going

		<p>Ensure disability issues are discussed with the children across the curriculum and in assemblies with specific reference to Woodvale</p> <p>Promote awareness of disabled achievement and participation in the community e.g. Para Olympics.</p>		<p>On going</p>
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Written Information

No	Issue	Action	Responsible Person	Completion date
1.	Review information to parents / carers to ensure it is accessible.	<p>Ask parents / carers about access needs when child is admitted to school, including EAL.</p> <p>Proof Read all letters home to check for Plain English.</p> <p>Use of translation services such as google translate to translate information for parents/carers</p>	<p>Admin</p> <p>Admin</p> <p>Admin</p>	Ongoing
2.	Inclusive discussion of access to information in all parent consultations.	<p>Ask parents / carers and children about access to information and preferred formats in all parent consultations.</p> <p>Use of translator either in person, by phone, or website app</p>	Teachers	On going
3.	Ensure academy information materials are accessible.	<p>Padlet on website sharing all relevant information regarding SEND, what is on offer and services.</p> <p>Ensure information is in plain English etc. and ensure it explicitly welcomes disabled children and those with SEN.</p>	SENDCo	<p>On going</p> <p>Annually</p>

		<p>Provide alternative formats for access where needed.</p> <p>Posters for Support in place around academy (Access Support, Family Support, Pupils Support)</p>		
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