

## The Unity of Titchmarsh and Warmington Schools



### Warmington School

#### Improving Curriculum Access Plan 2019-2022

Target	Strategy	Outcome	Timescale	Resources	Anticipated Impact
Training for teachers on differentiating the curriculum providing differentiated programmes of study	On-going review and discussion at Unity meetings. Training also highlighted through EHCP, HNF and PLP reviews.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On-going	Unity meeting time Specialist teaching input Specific resources as required	Pupils with SLD and disabilities have their needs met and demonstrate appropriate progress
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review each visit to ensure that all pupil needs are catered for as part of EVC evaluation process	All out-of-school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements	On-going	Advice from EVC provider Visit Plans	All pupils are able to access visits with appropriate help and support
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Review and implement preferred layout of furniture and equipment to support the learning process in individual class bases in liaison with specialist support	Lessons start on time and proceed without the need to make adjustments to accommodate the needs of individuals	On-going	Visual timetables, breakout areas, appropriate seats and cushions, writing support and equipment	Pupils are able to access the curriculum fully and have support to help them increase their independence.
Training and awareness raising of Disability issues	Provide training for governors, staff, pupils and parents	Whole school community aware of the issues relating to access within the school	On-going	Specialist input	Staff and stakeholders are able to support all pupils to access the curriculum and challenge staff to ensure this is in place.

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### Warmington School Improving Delivery of Written Information Plan 2019-2022

Target	Strategy	Outcome	Timescale	Resources	Anticipated Impact
Availability of written material in a variety of formats	School uses strategies from Stephanie Rumney dyslexia training to review paper colour and choices to ensure they are appropriate for pupil use.	Pupils are able to access the curriculum in the most appropriate way for them and KS SATs are presented in the same way for confidence and continuity.	On-going	Paper	Pupils feel confident in accessing the curriculum and have a strong and consistent basis for their work throughout and across the school.
Ensure access to school information is in a variety of forms	Website and ParentMail now being used to allow ease of access for parents. Translation facilities also available on the school website – these can be reviewed for any additional language requirements.	All stakeholders are able to access school information.	On-going	Website development and time	All stakeholders are able to access the information from the school in the way they feel most appropriate.
Ensure communication of information is clear and available to staff and stakeholders	Weekly emails to all staff provide updates. Monthly calendars and staff meeting minutes are also provided for all staff.	All staff feel fully informed and involved in school information sharing.	On-going	Time for communication to be prepared.	All staff are involved in the running of the school and have appropriate access to information as required.

**Warmington School**  
**Improving Physical Access Plan 2019-2022**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Resources</b>	<b>Anticipated Impact</b>
Accessibility of the school buildings	On-going review and discussion at Resource meetings.  Review to ensure accessibility for all areas of the school can be maintained.	All areas of the school can be accessed by stakeholders.	On-going	Resource meeting time.  Any changes made through project work.	All areas of the school can be accessed by stakeholders and any major changes have been anticipated through planning.
Review displays to ensure more autism and dyslexia friendly approaches	SEN governor to review the layout of the school and purpose of displays to ensure they are more SEN appropriate.	Displays are reviewed and are appropriate to SEN needs.	On-going	Display materials Governor time	All pupils are able to access displays and displays avoid sensory overload.