

## Freegrounds Infant School Action Plan

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve access in lessons through targeted resources</p>	<ul style="list-style-type: none"> <li>• Identify pupils who need tailored resources (e.g., visuals, sensory tools, adapted texts).</li> <li>• Provide appropriate resources and train staff on how to use them effectively.</li> <li>•</li> </ul>	<p>Class teachers</p>	<p>Review use of resources after 6 weeks to ensure impact.</p>	<ul style="list-style-type: none"> <li>• Targeted resources are consistently available for all identified pupils and used in every relevant lesson.</li> <li>• Teachers use resources effectively, integrating them into planning and teaching.</li> <li>• Pupils show improved access and engagement, working more independently and completing tasks more successfully.</li> <li>• Progress improves, with assessment and work samples showing better outcomes for pupils using targeted support.</li> <li>• Staff confidence increases in selecting and using targeted resources appropriately.</li> <li>• Regular reviews ensure suitability, with ineffective resources replaced or adapted promptly.</li> </ul>

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Ensure all curriculum adaptations are in place across classrooms.</p>	<ul style="list-style-type: none"> <li>• Audit current adaptations across all classrooms to identify any gaps in resources or practice.</li> <li>• Provide teachers with clear guidance (e.g., an adaptations checklist) outlining required adjustments such as visuals, scaffolds, adapted tasks and simplified instructions.</li> <li>• Ensure all identified pupils receive the adaptations they need, with resources distributed promptly.</li> <li>• Monitor implementation through learning walks, planning checks and observations to confirm adaptations are being used consistently.</li> <li>• Offer support or training to staff where adaptations are not yet embedded.</li> <li>• Review impact regularly, adjusting adaptations as needed to meet pupil needs effectively.</li> <li>• Adaptive and OAP training</li> </ul>	<p>Class teachers SENCO to oversee</p>	<p>Autumn 2 2025  Spring 2 2026</p>	<ul style="list-style-type: none"> <li>• All classrooms consistently apply agreed curriculum adaptations, evidenced through learning walks and observations.</li> <li>• Teachers routinely use adaptations (e.g., visuals, scaffolded tasks, adjusted instructions) to support pupil access.</li> <li>• Identified pupils benefit from improved access, shown through increased engagement and successful task completion.</li> <li>• Planning reflects adaptations, with teachers clearly noting how lessons are adjusted for specific needs.</li> <li>• Monitoring shows consistency across year groups, with adaptations visible in planning, delivery and classroom environments.</li> </ul>

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Update curriculum materials to include disability representation</p>	<ul style="list-style-type: none"> <li>• Review current schemes and replace or supplement units with examples that include people with disabilities.</li> <li>• Add disability-positive books, images and stories to classroom libraries.</li> <li>• Share new materials with staff and incorporate them into planning.</li> </ul>	<p>Sue Dore Year Leads</p>	<p>Half termly</p>	<ul style="list-style-type: none"> <li>• Curriculum materials clearly include disability representation, with each year group using at least one relevant book, story or resource.</li> <li>• Teachers embed representation in lessons, referring to it naturally through discussions and planning.</li> <li>• Pupils show increased understanding and inclusive attitudes, demonstrated through pupil voice and classroom behaviour.</li> <li>• Resources are high-quality, accurate and age-appropriate, with outdated materials replaced.</li> <li>• Staff confidence improves, and they can identify materials that support representation.</li> <li>• Monitoring (planning, books, learning walks) shows consistent disability representation across all year groups.</li> </ul>

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<p>Strengthen Progress Tracking for Pupils With a Disability</p>	<ul style="list-style-type: none"> <li>• Ensure pupils with a disability are clearly identified within the school's assessment and tracking systems.</li> <li>• Review their progress regularly (e.g., half-termly) to spot gaps early and respond promptly.</li> <li>• Use assessment information to inform teaching, ensuring staff adapt lessons or interventions when progress slows.</li> <li>• Hold focused discussions in pupil-progress meetings, highlighting strengths, needs and next steps for disabled pupils.</li> <li>• Monitor impact of interventions, adjusting or replacing them if they do not lead to improved outcomes.</li> <li>• Ensure leaders and teachers share information, so all staff working with the pupil understand progress, barriers and strategies.</li> </ul>	<p>Class teachers Senior Leaders</p>	<p>Every milestone</p>	<ul style="list-style-type: none"> <li>• <b>Progress for pupils with a disability is monitored regularly</b>, using clear and consistent assessment systems.</li> <li>• <b>Half-termly reviews identify any pupils at risk of falling behind</b>, prompting timely intervention.</li> <li>• <b>Teachers use tracking information to adapt teaching</b>, ensuring support is responsive and evidence-based.</li> <li>• <b>SEND pupils make expected or improved progress</b>, demonstrated through assessment data and work samples.</li> <li>• <b>Leaders can clearly demonstrate impact</b>, showing how tracking has led to targeted support and improved outcomes.</li> <li>• </li> </ul>

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve Target Setting for Pupils With Additional Needs</p>	<ul style="list-style-type: none"> <li>● Review existing targets to ensure they are SMART, specific to each pupil's needs, and linked to their support plans.</li> <li>● Work with teachers and support staff to set clear, measurable next steps that are ambitious but achievable.</li> <li>● Share targets with parents and, where appropriate, pupils, ensuring everyone understands what the goals are and how they will be supported.</li> <li>● Monitor progress regularly (e.g., termly), updating targets based on pupil progress, assessment data and observations.</li> <li>● Use targets to inform planning and intervention, making sure teaching strategies and resources directly support the identified goals.</li> <li>● Provide staff support or training where target setting needs strengthening, ensuring consistency across the school.</li> </ul>	<p>Class teachers SENCO to oversee</p>	<p>Every milestone</p>	<ul style="list-style-type: none"> <li>● Targets are SMART and personalised, clearly reflecting each pupil's strengths and specific areas of need.</li> <li>● Targets are consistently reviewed, with updates made termly—or sooner if progress indicates.</li> <li>● Pupils show measurable progress towards their targets, evidenced through assessments and work samples.</li> <li>● Teachers use targets to inform planning, ensuring lessons and interventions link directly to identified needs.</li> <li>● Parents understand the targets and support strategies, confirmed through review meeting feedback.</li> </ul>

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<p>Review curriculum for accessibility</p>	<ul style="list-style-type: none"> <li>● Audit the curriculum to identify barriers for pupils with SEND or disabilities (e.g., complex language, lack of visuals, inaccessible tasks).</li> <li>● Work with subject leaders to adjust content, teaching approaches and resources so each subject is accessible to all learners.</li> <li>● Ensure adaptations are built into planning, such as scaffolded tasks, vocabulary support and visual aids.</li> <li>● Gather staff feedback on what helps or hinders accessibility, and use this to refine curriculum materials.</li> <li>● Monitor implementation through planning checks, book looks and learning walks to ensure adjustments are used consistently.</li> <li>● Review impact regularly, checking whether changes improve pupil access, engagement and progress.</li> </ul>	<p>Subject Leaders Class Teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>● Curriculum audits identify any barriers to access for pupils with additional needs, with clear actions recorded.</li> <li>● Subject leaders make targeted adjustments (e.g., visuals, scaffolds, simplified language) to improve accessibility across subjects.</li> <li>● Teachers report improved clarity on how to adapt curriculum content for diverse learners.</li> <li>● Monitoring (planning, books, observations) shows accessible approaches being used consistently.</li> <li>● Pupils with additional needs show improved access and engagement, indicating the curriculum is better matched to their needs.</li> <li>●</li> </ul>

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of Information to Pupils With a disability</p>	<ul style="list-style-type: none"> <li>● Curriculum audits identify any barriers to access for pupils with additional needs, with clear actions recorded.</li> <li>● Subject leaders make targeted adjustments (e.g., visuals, scaffolds, simplified language) to improve accessibility across subjects.</li> <li>● Teachers report improved clarity on how to adapt curriculum content for diverse learners.</li> <li>● Monitoring (planning, books, observations) shows accessible approaches being used consistently.</li> <li>● Pupils with additional needs show improved access and engagement, indicating the curriculum is better matched to their needs.</li> <li>● Metacognition training</li> </ul>	<p>Class teachers Senior Leaders</p>	<p>Spring 2 2026</p>	<ul style="list-style-type: none"> <li>● Information is presented in accessible formats, such as visuals, symbols, simplified language, or assistive technology, matched to individual pupil needs.</li> <li>● Pupils demonstrate improved understanding, shown through their ability to follow instructions, explain tasks, or complete activities more independently.</li> <li>● Teachers consistently use adapted communication methods, evidenced through observations and planning.</li> <li>● Parents and staff report improved clarity in how information is delivered to pupils requiring adaptations.</li> <li>● Regular reviews confirm strategies are effective, with adaptations updated promptly when pupil needs change.</li> </ul>

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<p>Improve and maintain access to the physical environment in an infant school</p>	<ul style="list-style-type: none"> <li>• Ensure safe, accessible movement by providing ramps, clear corridors, wide doorways and contrasting visual markers.</li> <li>• Make classrooms accessible with well-spaced furniture, adjustable seating, low-level storage and reduced sensory overload where needed.</li> <li>• Maintain accessible toilets and changing areas, including grab rails, hygiene facilities and child-friendly symbol signage.</li> <li>• Improve outdoor accessibility through safe pathways, inclusive play equipment and quiet/sensory-friendly spaces.</li> <li>• Enhance safety and wayfinding with simple signage, accessible evacuation plans and visual alarms if required.</li> <li>• Support sensory needs with appropriate lighting, reduced noise levels and access to sensory tools.</li> <li>• Review and maintain regularly, carrying out audits, repairs and seeking pupil/parent feedback.</li> <li>• Train staff to understand and remove barriers to physical access.</li> <li>• Provide personalised adjustments and specialist equipment based on individual pupil needs.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Site manager</li> <li>• Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• All key areas of the school are physically accessible, including entrances, corridors, classrooms, toilets and outdoor spaces.</li> <li>• Adaptations and accessibility features are consistently maintained, with regular audits and prompt repairs carried out.</li> <li>• Classroom layouts support easy movement, with furniture arranged to meet the needs of pupils with mobility or sensory difficulties.</li> <li>• Clear, child-friendly signage ensures pupils can navigate the school independently.</li> <li>• Outdoor areas are safe and accessible, with suitable surfaces, pathways and inclusive play options.</li> <li>• Staff understand accessibility expectations and consistently support pupils who require physical adaptations.</li> <li>• Pupil and parent feedback shows improved ease of movement and access, indicating barriers have been reduced.</li> </ul>