

Action Plan

Aim 1 To increase the extent to which disabled trainees can participate in ITT

Our key objective is to remove and eliminate barriers to access to the training and to ensure full participation for trainees and prospective trainees with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice	Comply with the Equality Act 2010	Ongoing 2017/2019	Director	All policies clearly reflect inclusive practice and procedure
To establish close liaison with trainees	Trainee meetings Complete Capability to Teach review	Ongoing 2017/2019	Director Visiting Tutor Mentor	Regular communication and positive relationships with trainees
To liaise with partners for trainees with additional needs	Collaboration with key partners	Ongoing 2017/2019	Director Visiting Tutor Mentor Partners	Advice implemented and impacting upon trainee progress
To ensure full access to the training	Differentiated training with alternatives offered Targeted intervention Specific equipment	Ongoing throughout the year	Director Visiting Tutor Mentor Partners	Trainees accessing an appropriate training package. Strategies evident in classroom practice

To review attainment of all SEN trainees	Tutor/Director monitoring Assessment reviews analysed Regular liason with trainee, mentor and tutor Evaluation of the progress of SEN trainees in the SCITT Evaluation Document	6x per year to coincide with assessment drops	Director Visiting Tutor Mentor Partners	Progress made towards Teachers' Standards Provision mapping shows clear steps and progress made against the Standards
To deliver findings to the Directors and Steering group	Bi annual Directors meetings and tri annual Steering Group meetings	2x Directors 3x SG	Directors	Directors and SG fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled trainee can take advantage of training

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	To create access plans for individual disabled trainees as part of the process when required Be aware of trainees' access needs and meet as appropriate Through questions and discussions find out the access needs of trainees Consider access needs during recruitment process Liaise with appropriate partners when arranging placement schools	Ongoing	Director Partner Schools	Enabling needs to be met wherever possible
Layout of school to allow access for all pupils to all areas	Consider needs of trainees when considering placement of a trainee	As required	Director Partner Schools	Trainee able to access training facilities
To ensure that the medical need of all trainees students are met within the capability of the training centre	To complete all medical paperwork Establish individual protocols as needed	With immediate effect	Director Partner schools	Medical needs met, monitored and trainee able to fully access education

To ensure access (driveway, roads, paths around the centre) are as safe as possible	Clear expectations of site use/access	Ongoing	Principal Caretaker Director	Able to access the site safely
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Aim 3: To improve the delivery of information to disabled trainees

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Trainee with Hearing impairment	Regular communication with trainee to ascertain the best method to support the trainee	Ongoing	All relevant partners to be aware	Two way communication in place.
To enable improved access to written information for trainees with VI	Raising awareness of font size and page layouts will support trainees with visual impairments. Auditing the SCITT resources to ensure the availability of large font and easy read texts will improve access/ knowing where to access texts Auditing signage around the centre to ensure that is accessible to all is a valuable exercise.	Ongoing as need arises	Director Relevant partners	Communication possible with all members of the partnership being able to make themselves understood.
To review trainee's records ensuring school's awareness of any disabilities	Information collected about new children Records passed up to each class teacher. End of year class teacher	All staff aware	Director Relevant partners	Awareness of all relevant staff regarding additional needs of trainees

