

Accessibility Plan

School Name Deanery C of E Primary School

Dates: From Jan 2017 To Jan 2020 (3 years – to be reviewed annually)

| Outcomes for groups of children and young people | Accessibility Planning Code C- Curriculum E- Environment I- Information | Actions | Date to be completed |
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| To improve access, progress and participation for children with communication and interaction needs | I | Update training for all staff in Autism level 1 as required. | Ongoing |
| | I | For strategic lead and lead practitioner to review and update their own training with the Communication and Autism Team (CAT). | Ongoing |
| | I | Implement the progressions framework introduced by the CAT for all children on caseload. | Tier 1 – Spring 2017 Tier 2/3 – Summer 2017 |
| | C | Review, annually, traded services, to ensure that it meets the level of need within the school. | Annually |
| To improve access, progress and participation for children with sensory and physical needs | E | Continue updating interactive white boards (IWB) in classrooms to back lit HDMI boards. | Ongoing |
| | E/C/I | Utilise specialists, for children with specific disabilities or learning difficulties, to audit environments and provide staff training and children workshops. | Ongoing |
| | E | Adapt classrooms as appropriate to ensure the environment and learning is accessible for all pupils. | Annual audit and maintenance |
| | E | Install handrails in toilets as the need arises. | Annual audit and maintenance |
| | E | Continue the programme of improvement across school to replace the blinds and lighting. | Ongoing |
| | E | Consider options for a suitable means of entering and exiting the Craft Room for disabled pupils/staff. | |
| To improve access, progress and participation for children with cognition and learning needs | C | Review the effectiveness of Individual Target Plans (ITPs) in English and Maths to ensure children make progress. Monitor impact and adapt practice as appropriate. | Termly |
| | I/C | Implement the use of ITP WILF's within lessons to support children to achieve their targets. (Writing = priority 1, Reading to follow). | Spring 2017 |
| | E, I, C | Implement good practice when supporting children with specific learning difficulties following training. | Training provided by Dyslexia Action 11 th January. |
| | I, C | Review, monitor and provide support/training for staff on the effective use of ICT resources for supporting children with SEND – Clicker, Success Maker, Nessy Spelling etc. | Ongoing |
| | I,C | Trial Success Maker at home. Engage parents. | Spring 2017 |
| | E, I, C | Continue to invest in the provision of laptops and I-pads to increase accessibility throughout the curriculum. | Ongoing |

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| To improve access, progress and participation for children with social, emotional, mental health needs | I | Monitor and review the impact and effectiveness of support provided both internally and externally. | Ongoing |
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