

# 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			Evidence	Dates (from and to)
		What/How	Lead	Resources		
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.	Inclusion Manager	Inset time. CAT	Audits of staff training and competency. Minutes of inset.	Academic year 2017-18 Ongoing  Tier 1 Spring 2017 Tier 2 Summer 2017  Before next year's provision is ordered (April)
	I	For strategic lead and lead practitioner to review and update their own training with the Communication and Autism Team (CAT).	Inclusion Manager – M Walker SEN TA – Karen Edge	CAT	Staff evaluations.  Evidence of strategies put in to the classrooms by staff.	
	I	Implement the progressions framework introduced by the CAT for all children on caseload.	Inclusion Manager – M Walker SEN TA – Karen Edge Class teachers	Progression Framework  CAT	Evaluations of staff training.  Progression frameworks in place for tier 1 children, followed by tier 2 children. IEPs for all CAT caseload children with targets related to the progression framework.	
	C	Review, annually, traded services, to ensure that it meets the level of need within the school.	Inclusion Manager + SLT  Class teachers and TA's as appropriate	Access to Speech and language records kept by Inclusion Manager	Review meetings with appropriate staff.  SLT minutes.	
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.	SLT, ICT coordinator	IWB - Promethean	New backlit HDMI IWBs in all classrooms and workspaces.	April 2017 – July 2017
	E/C/I	Utilise specialists, for children with specific disabilities or learning difficulties, to audit environments and provide staff training and children workshops.	Inclusion Manager	PDSS, HI service	Actions relating to reports and recommendations from specialists. Adaptations to classrooms and workspaces for children with specific needs.	April 2018 – July 2018  April 2019 – July 2019
	E	Adapt classrooms as appropriate to ensure the environment and learning is accessible for all pupils.	SLT, Site Manager, External advisors	As required.	Improved lighting within Y5/6.	

	E	Install handrails in toilets as the need arises.	SLT Site Manager	Purchase handrails		
	E	Continue the programme of improvement across school to replace the blinds and lighting.	SLT Site Manager	Obtain quotes and purchase new lighting if required. Obtain quotes and purchase new blinds as required (rolling programme through school)		
	E	Consider options for a suitable means of entering and exiting the Craft Room for disabled pupils/staff.	Site Manager SLT	To be discussed at buildings		
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.	Inclusion Manager  Class teachers  SLT	Access to SIMS Pupil Progress reports Termly SEND reviews Half termly pupil progress meetings	Pupil progress against Depths of Learning. Children's progress against ITP. Records of interventions/impact. Records of children's interventions Timetables of interventions. Provision mapping.	Half termly  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).	Inclusion Manager  Maths Leaders  Class teachers	Maths frameworks and ITP templates. Termly SEND reviews Half termly pupil progress meetings		
	I	Implement good practice when supporting children with specific learning difficulties following training.	Inclusion Manager  Class teachers	Use of coloured backgrounds on whiteboards, with dyslexia friendly fonts. Handouts for children with SPLD. Interventions for spelling and reading fluency (Cued spelling, word, probes, direct instruction, pocket folders). Opportunities for pre learning/pre tutoring. Access to computers – Clicker. Use of coloured paper or rulers where appropriate.		Evidence of improvements in children's attainment when reviewed.
					Training delivered by Dyslexia Action – 11 <sup>th</sup> Jan 2017 (Teachers and TA's)	Ongoing from Jan 2017
					Intervention timetables, Evidence of typed work in books. Intervention impact reports.	

	E, 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.	Inclusion Manager, SLT	Success Maker training. Open door policy for staff to liaise with Inclusion Manager	Questionnaire of children/parents participation at home and views on the programme. Intervention timetables to show utilisation of ICT for SEND. Increased amount of typed work evident in book trawls. Impact reports from interventions.	
	I, C	Trial Success Maker at home. Engage parents.	SLT	Success Maker Link on school website. Letters to parents		
	I,C	Continue to invest in the provision of laptops and I-pads to increase accessibility throughout the curriculum.	Inclusion Manager ICT co-ordinator SLT	Strategic purchasing of laptops and I-pads		
To improve access, progress and participation for children with social, emotional, mental health needs	I, C	Monitor and review the impact and effectiveness of support provided both internally and externally. (Jolly Jungle and Resilience)	Inclusion Manager,  SLT  Jayne Johanson	Jolly Jungle referral records  SLT agenda time  School Nurse/Our Place  Jolly Jungle  Review time – termly  Children audits	SLT Agenda and minutes  Record of referrals.  Termly Jolly Jungle meetings	Ongoing-weekly  Ongoing – termly
			Paula Wardropper (Resilience leader)  SLT	INSET time  PSHE time	Morning INSET provided 3 <sup>rd</sup> January – Whole school.	Ongoing

This plan is a suggested format only and can be adapted to suit individual school circumstances.