



## Accessibility Plan

Date Procedure Adopted by Governing Body	September 2019
Procedure Review Period	Every three years
Procedure Review Date	September 2022

## Curriculum

**Aim: To increase the extent to which all pupils with additional needs can participate in the curriculum.**

### Short Term

Aim	Action	Person Responsible	Monitoring
Ensure that all pupils with SEN are well supported.	Complete a handover with the next teacher. This will include: stranded sheets, Support Plans and will include the teacher taking part in the summer review process, to enable to smooth transition to the next class, where all needs have been discussed. This will also be required for the children who are moving to secondary school.	HT/DHT	Discussions with staff, planning and targets shared on a regular (termly) basis.
Differentiate both classwork and homework; ensuring expectations are high but realistic.	Children with SEN are to be set non-negotiables when given homework. This will include spellings, reading and times tables.	HT/DHT	Parent voice/questionnaires from the SEN Afternoon Tea events. Pupil voice and book scrutinies.
Ensure that all policies reflect the needs of all children with SEN and comply with the Equality Act 2010.	Check that all policies e.g. behaviour, evacuation and homework policies, meet the needs of all children with SEN.	HT/DHT	Monitor the needs within the cohort of children and amend where appropriate.
Ensure that all training is up-to-date with children that have	Staff to be aware of any medical needs within the school and	HT/DHT	Monitor the needs within the cohort of children and book

<p>medical needs to ensure that we are inclusive for all children.</p>	<p>trained appropriately. This includes teachers, teaching assistants and lunchtime supervisors.</p>		<p>training if outside agencies are needed.</p>
<p>In conjunction with Support Plans, ensure that adequate resources are in place to support the needs of all children with SEN, to aid the school in delivering these aims.</p>	<p>Consider the use of ICT aids to help children who may find it difficult to read/write. Include the VAK model in lessons to create an inclusive classroom, for various types of learners.</p>	<p>HT/DHT/SEN governor</p>	<p>Monitor targets on the Support Plans, ensuring these are SMART. Parent/pupil voice and lesson observations.</p>
<p>To use an adjusted timetable for children with additional needs, when they find it difficult to take part in a full timetable.</p>	<p>Provide opportunities for children to have a reduced timetable when they find it difficult to cope with a full timetable. Give them movement breaks and time to do tasks that they enjoy.</p>	<p>HT/DHT</p>	<p>Monitor targets on the Support Plans, ensuring these are SMART. Parent/pupil voice and lesson observations.</p>
<p>Ensure that pupils with SEN are involved in all parts of the lesson to heighten engagement, progress and self-esteem.</p>	<p>Provide opportunities for all children to be able to answer questions, differentiated towards them. Give the children tasks that they can do independently.</p>	<p>HT/DHT</p>	<p>Lesson observations and pupil voice.</p>

**Medium Term**

<b>Aim</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Monitoring</b>
Ensure SENCo updates the SEN register, termly.	SENCo to discuss any updates in the children who are being added/take off the SEN register. Staff members to report their concerns ASAP to ensure the child gets the help that they need.	DHT	SEN register updated
To ensure that all pupils with SEN make progress.	Monitor and review at Pupil Progress meetings (termly). Ensure pupil/parent voice is included in progress meetings.	SEN governor to monitor	Itrack Support Plans Book scrutinies
Monitor the uptake of extracurricular activities with pupils with SEN.	Ensure any barriers in these are rectified.	HT/DHT	Attendance at extracurricular activities
Track the types of support accessed by pupils with SEN and monitor their effectiveness.	Support given will be measured to ensure that the children are making progress.	HT/DHT	Termly – staff meetings/pupil progress meetings

**Long Term**

<b>Aim</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Monitoring</b>
Progress is reviewed in conjunction with SEN governor.	Annually review progress against short/medium term plans, in conjunction with SEN governor.	DHT/SEN governor	Book scrutinies Pupil voice Support Plans
Parental satisfaction is reviewed regularly.	Parental voice is listened to and valued in Support Plan meetings. Parental questionnaires are completed at least once a year to ensure all common themes are addressed.	DHT/SEN governor	Parental questionnaires

## Physical

**Aim: To improve the physical environment of the school so that all pupils are included in all aspects of school life, including pupils with physical needs.**

### Short Term

Aim	Action	Person Responsible	Monitoring
Ensure the school environment is clean, tidy and well lit. Signage is clear and helpful.	Make sure that the children are involved in keeping the school a clean, tidy and safe environment for all.	Health and safety governor	Learning walks
Clear processes and routines support all pupils, including those with additional needs.	Teacher to follow timetables and where appropriate notify the parents/children of any disruptions to this.	All staff	Learning walks
Ensure that all medications are accessible to enable these to be administered quickly and appropriately.	Ensure that staff know where the medications are located and that they can get them in the timeframe given on the care plan.	Health and safety governor	Discussed and checked at regular intervals, at staff meetings.
Ensure that the evacuation procedures are up-to-date and that all staff are aware of any personal evacuation plans.	Ensure PEPs are shared with all staff members when they have been created.	HT	Policies PEP
Ensure risk assessments are carried out, where appropriate, to ensure accessibility for pupils	Make all staff aware of any short/long-term additional need that may need to be addressed	HT	Risk assessments Additional needs of cohort

with both short and long-term additional needs.	with a risk assessment. This is to be completed to ensure our inclusive practice.		
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## Medium Term

<b>Aim</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Monitoring</b>
Ensure all workplace risk assessments are carried out on a regular basis and concerns acted upon.	Any information regarding risk assessments should be passed on to the Headteacher. A risk assessment will be created, where appropriate.	HT	Needs within the cohort/staff
School will engage the support of the inclusion service to monitor the accessibility of the building, in relation to pupils with physical disabilities, as appropriate.	Staff/parents to inform the school of any changes to mobility of children within the school.  School to enlist the help of the inclusion service to ensure adequate support has been put into place.	HT	Needs within the cohort/staff

## Long Term

<b>Aim</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Monitoring</b>
Ensure that all adaptations and improvements to the building have been carried out, with current and future SEN in mind.	Ensure that all adaptations have been made.	HT	Needs within the cohort/staff
Review short and medium term points.	Ensure that all adaptations have been made.	HT	Needs within the cohort/staff

Written

**Aim: To improve the delivery of written information to pupils and the school community.**

**Short Term**

<b>Aim</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Monitoring</b>
To promote the individuality of all members of our school community.	To ensure that the community understands the wealth of diversity within our world.  Include this in worships, assemblies, Masses and class liturgies.	All staff	Discussions taken place, at least on a termly basis, updating the needs within our school.
To promote communications with all parents.	Weekly school newsletters sent out every Thursday by email or a letter.  Tweets added from each class on a daily basis.  Class Dojo used to communicate with parents via email as well as parent mail.	All staff	Monitor that all classes are adding daily tweets.

**Medium Term**

<b>Aim</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Monitoring</b>
To ensure that all communications with parents are accessible.	Use a variety of means to communicate. Visual, verbal and written messages.  Text messages, Dojo and newsletters.	Business manager	Parental voice
Ensure visual timetables are available in the classrooms.	All staff to ensure they have a visual timetable visible in their classroom.	All staff	Learning walks
Ensure that any written material can be made available in other formats.	Promote the availability of communications in other formats.	Business manager	Parental voice
Develop communications with all parents.	Create a 'Communications with Parents Policy' so there is a recognised system around communications, this includes the means of communication.	DHT	Headteacher to ensure that there is a completed policy and that it is added to the school website.

**Long Term**

<b>Aim</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Monitoring</b>
Monitor the needs of the school community.	Respond to any needs that arise within SEND and EAL.	All staff	Discussions taken place, at least on a termly basis, updating the needs within our school.