

Accessibility Plan 2023

Proposed action	Success Criteria	Lead	Resource Implications	Timescale	Evidence	Impact to date Jan 2023
Continue to make improvements in access to the curriculum in the provision of information in a range of formats for disabled pupils	<p>Support to access reading Access to coloured overlays, reading rulers, printing on coloured paper as advised for individuals, dyslexia sensitive fonts as required, reduction of glare as needed and sensitive seating. Books to be banded to support individuals, IT to be used as recommended by outside agencies, recommendations from TESS to be followed. Dyslexia friendly training cascaded to other members. Software is available to support pupils in multi-sensory phonics learning through IDL</p> <p>Support for writing: pencil grips, writing slopes and aids to enhance writing position and comfort when writing, different darkness of pencils to be available as required, recommendations from TESS, OT and Educational Psychologist to be followed. Software is available to support pupils in learning to develop keyboard skills through IDL</p>	SENDCO class teachers Learning Mentor	Visual overlays, coloured paper, Writing slopes, Pencil grips, Resources as recommended by TESS, EP and OT	Ongoing	<p>IEPs show differentiation strategies in use and resources required. Plans are in place and reviewed regularly to meet individual needs</p> <p>Appropriate resources in place on SEND learning walks and book scrutiny</p> <p>All children have full access to all aspects of the school curriculum</p> <p>Data analysis shows that progress is good.</p> <p>Feedback from OT and TESS as appropriate, Health Care Plans in place and updated</p>	<p>Coloured overlays in place and children report that they make a difference when they need them</p> <p>Recommendations in place and supporting inclusion through Quality First Teaching evidenced in IEPs which are co-written and shared with parents.</p>
Continue to make improvements supporting emotional regulation so this is not a barrier to	Support for emotional regulation: Individual work stations and 'chill out' spaces for identified children, individual 'toolkits' provided and accessed by children as needed, whole class de-escalation resources		Fiddle toys, spinners, squeeze balls, massage balls, wobble cushions,	Ongoing	<p>Equipment in place and in use in classrooms</p> <p>Children gaining independence in use of resources.</p>	Thrive Hive and Thrive assessments support continued improvements in wellbeing.

<p>access to the curriculum</p>	<p>easily available for individuals to access, training for TEAM TEACH de-escalation training for identified staff, 1:1 support to enable identified children to access all aspects of school life including playtime and lunchtime. Positive Handling Plans and Thrive plans in place for identified children.</p> <p>Provision of small group learning room for children with identified needs.</p> <p>Thrive Hive to support development of skills</p> <p>Outreach support for identified individuals</p>		<p>weighted blankets, timers, games</p> <p>Sensory toys and activities.</p>		<p>Staff confident to use de-escalation strategies</p> <p>Bound and Numbered book in use as needed.</p> <p>Staff know how to meet the needs of individuals.</p> <p>Attendance of children with SEMH needs is good.</p> <p>Staff work in partnership with Outreach staff where appropriate.</p>	<p>Wellbeing resources are available in classes and children access freely, particularly in KS1. In KS2 individual children have their own resources to access.</p> <p>School are part of the Autism in Schools project and have worked with sensory support</p>
<p>Continue to make improvements supporting medical needs so these are not a barrier to access to the curriculum</p>	<p>Personal Emergency Evacuation Plan to be put in place as appropriate</p> <p>Online and paper based learning put in place for pupils on agreed absences from school.</p> <p>Close liaison with PGL to enable full participation of SEN children in outward bound activities.</p> <p>The Learning Mentor supports identified families to attend school regularly and on time</p> <p>Regular training for staff in order to meet individual needs such as EpiPen</p>		<p>Training</p> <p>Purple Mash, DoJo, online subscriptions</p> <p>As appropriate to needs and directed</p>	<p>Ongoing</p>	<p>Staff know how to support the children with physical needs they are working with</p> <p>Engagement in learning continues when children are not in school to reduce lost learning.</p> <p>Children with medical needs and disabilities are able to access all areas of the curriculum, outdoor education, trips and experiences.</p> <p>Children and staff are safe in school with their medical</p>	<p>Children with medical needs access all parts of the curriculum and trips</p> <p>Where children have not been able to attend online and paper based work has been sent and completed.</p> <p>Training has been undertaken by key staff on Epilepsy, EpiPen and diabetes. The Headteacher is a designated senior mental health lead.</p>

	Training, Diabetes Awareness, Mental Health Awareness				needs known and staff are trained in how to respond to needs.	
New building and adaptations are appropriate to meet the needs of children with physical difficulties.	Children with physical needs can attend school and access all areas to fully engage in the curriculum and non-structured times.	Headteacher and school business manager	As identified on plans	Ongoing	<p>School built in 2005 and has excellent access facilities, including ample disabled parking for visitors and children, single level across school, medical room, disabled toilet facilities, shower and changing facilities in Early Years, wide doors, ramps to lower playground</p> <p>Car Park Lighting and Lighting along the corridor improved</p> <p>School seeks advice, when appropriate, from Health Management and the Local Authority's Health and Well-being Team and acts upon advice given, such as specialist chairs</p>	<p>Personal Emergency Evacuation Plan put in place in response to needs.</p> <p>All children can access all areas of the school and there are facilities in place to meet their short term and long term needs</p>
Improvements in the provision of information in a range of formats	<p>-Information available in a variety of forms- letters, website, text, direct contact</p> <p>Information available in different languages or directly speak to parents</p>	<p>School office</p> <p>Website provider</p> <p>Staff to liaise with EMTAS</p>		Ongoing	<p>Use of interpreters where necessary and Google translate to support.</p> <p>Modelling and supporting with routines and locations.</p> <p>Help parents to complete forms as appropriate</p>	Families with little English language skills have been supported successfully to join and integrate into school and the learning mentor supports families to complete forms.

					Applications made for enlarged print	
Facilities are in place to support the changing and disposal of nappies and sensitively and hygienically.	Children with toileting needs have full access to the curriculum	class teachers TAs Welfare staff	Nappy disposal bins Changing Mats PPE		Changing mat in Reception toilet area and Nursery for minor nappy changes Changing station and nappy disposal in designated room in school and in nursery for larger nappy changes.	