

Accessibility Plan for Educational Settings (Early Years and School Age)

Date of completing the review: February 2019

Name of person leading the review: Jon Barr / Rachel Peregrine

This accessibility plan was last reviewed because:

- It had been 3 years and the plan was due to be reviewed.
- There had been substantial changes to our school and/or the pupils in our school and it was an appropriate time to review our accessibility plan.

The following people have been involved in reviewing our accessibility plan:

- The responsible body for the school (governors, trustees, etc)
- Senior leadership of the school
- Teaching staff
- Parents
- Young people
- Others _____

If you have a question about this plan you should contact: Rachel Peregrine

Date of next review:

September 2021

Equality Act 2010 Statutory Requirement	Action	Cost	Timeframe	Expected Outcome	
Support to schools in meeting their statutory duties (including Equality Act 2010, Schedule 10)	Policies and records	Policies will be regularly reviewed and ensure that the school meets the needs of all pupils, including those with SEND.		Ongoing see policy review cycle	All policies meet their statutory duties and ensure high quality provision for children with SEND.
		Provision and Outcome Plans (POPs) will continue to be reviewed with parents and pupils at least 3x per year. Teachers will lead in the review of SEND pupil voice meetings. Teachers will regularly monitor the progress of children with SEND and make adjustments to their POPs as necessary.		Ongoing	Teachers take responsibility for the provision of SEND children in their class by ensuring that Provision and Outcome Plans are active documents, written and regularly reviewed with the involvement of parents and pupils. Using a graduated response, POPs document high quality provision for pupils with SEND.
	Consultation	All school council discussions will involve children with SEND and ensure all decisions are fully inclusive.		Sept 2019 onwards	School council make inclusive decisions, ensuring engagement for all pupils including those with SEND.
		Consultation will be held with staff to find an effective means of regular staff briefing.		Sept 2019	There is regular and effective communication with all staff updating on specific needs of pupils including medical, social, behavioural and special educational needs.
Increasing the extent to which disabled pupils can participate in the schools' curriculums	Learning and planning	Class teachers will ensure that Provision and Outcome Plans and any other SEN documents eg, risk assessments are shared with relevant members of staff including supply teachers and sports coaches.		Sept 2019	Class teachers ensure that all visiting staff, including supply and sports coaches, understand the needs and expected provision for children with SEND.
		All PE lessons will be planned and delivered taking into consideration the needs of pupils with SEND.		Sept 2019	All pupils, including disabled pupils or pupils with SEN, are able engage in high quality PE lessons.
		All staff receive training which enables them to deal effectively with pupils who have social, emotional and mental health needs (SEMH). Training will include mental health training and Team Teach.	Team Teach training - £800 pa	T4 2019 onwards	Staff are confident in supporting children with SEMH needs. Children with SEMH are well supported: they are able to access and engage in all learning and wider school activities.
	Learning environment	All classes will display visual timetables. Where necessary, individual visual timetables will be provided for pupils with SEND.		Sept 2019	All children can see and understand the timetable for their day.

Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools.	Anticipating adjustments	<p>An audit of the communication environment will take place involving staff and pupils.</p> <p>Teaching and support staff will receive training on a 'communication friendly' environment.</p> <p>Adjustments to the school learning environment will be made to ensure it is a 'communication friendly' environment for all learners including those with SEND.</p>		T6 2019	Staff understand how to make the learning environment 'communication friendly' for children with ASC, ADHD, dyslexia and other SEN.
	Environmental	An auditory review will be carried out by the sensory support team.		Sept 2019	The quality of acoustics will be assessed and recommendations will be made for improvements to increase accessibility for people with hearing impairments.
		Use of the sensory room will be audited. This will be used to review use of the room.		T6 2019	Use of the sensory room will be evaluated regularly. As a result it will be used to effectively meet the needs of children who need additional sensory support.
		<p>A calm room will be developed: appropriate equipment and resources will be ordered.</p> <p>Use of the room will be defined with support from the school council.</p> <p>Staff will be trained in calming strategies to use with children.</p>		T5 +T6 2019	Children with SEMH needs will be supported to use calming strategies. A calm room will be available for children and calming activities will be available in classrooms. TAs and teachers will effectively support children in using these strategies.
		<p>Learning spaces will be clearly defined.</p> <p>Teachers and support staff will decide who is responsible for the different spaces.</p> <p>Expectations for the use of the spaces will be clearly defined and communicated to staff and children.</p>		Sept 2019	Communal learning spaces will be clearly defined and used effectively. They will be high quality learning environments which are well resourced, used and managed respectfully.
				ongoing	All subsequent adjustments to the learning environment are 'communication friendly' making it an environment that helps children with ADHD, autism and other SEN engage in learning without becoming overstimulated by the learning environment.

Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	Access to school information	<p>The inclusion team will plan what information needs to be gathered from parents who are new to the school.</p> <p>Learning mentors will meet with all prospective parents and ensure school gathers all relevant information.</p> <p>Relevant information will be transferred onto SIMS.</p>		T4 2019	Relevant and necessary information will be gathered from parents / carers at a child's induction session. This will be recorded on SIMS,
		<p>Class teachers will use the Bells Assessment framework to assess EAL children.</p> <p>EAL assessment information will be used to plan appropriate support and interventions. Interventions and support will be monitored and regularly reviewed.</p>		T5/6 2019	
		<p>Systems of communication to parents will be audited to evaluate how to improve communication to parents of all cultural backgrounds. A working group will be set up to oversee this and will include parents, governors and staff. Pupils will also be consulted as part of the process. Communication systems will be amended accordingly.</p>		ongoing	Accurate EAL assessment information will be gathered for all EAL children. This will inform high quality teaching and learning and any support or interventions required.
		<p>Key signage around the school will be updated to include visuals.</p>		Audit T5+6 2019	Communication to all parents, from all cultural backgrounds is effective. Parents will feel informed and included in decision making.
				2019-2020	Pupils and parents who are not able to read English are able to understand key signage through the use of visuals.