

Accessibility Plan for pupils with SEND



Plan updated by Alice Purcell (HT)	February 2023
Reviewed and approved by FGB	March 2023
Next Review Date	March 2025

Teaching and Learning

	Target/Issue	Time Scale	Resource Requirements	Evidence of Satisfactory Completion
Short Term	Increase levels of training/skills for all staff for both common and specific disabilities (physical medical and learning)	Ongoing	Advice from advisory teachers for visually impaired, CATs and CIDs, team, Dyslexic Advisory Teacher as required.	Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum
	Continue to facilitate liaison with support agencies to ensure rapid response to perceived needs. e.g. visits by the advisory teacher for hearing impaired, visits by other providers to ensure smooth transition into school and into secondary.	In place and ongoing	Arrange visits when needed	As above
	Allocate specific funding over a 3 year period to increase classroom resources for the disabled e.g. laptops, large print books and specific furniture as required.	In place and ongoing	Sound buttons for pupils with specific recording difficulty. Specific training in word processing skills through Touch Type Programme. Sloping boards for pupils with fatigue problems / physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils / pens for pupils with grip difficulty. Wobble cushions and stools. Liaise with outside agencies , Occupational Therapists etc Correct sized spacing according to need in exercise books	Pupils have access to laptops, suitable seating, large print SATs papers
	Continue to review all curriculum policies ensuring that provision is made for SEN	Ongoing as policies are reviewed and updated	Staff discussion in staff meetings	All curriculum policies contain statements that detail arrangements for SEN

	To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum, to meet the needs of different groups of learners, by increasing the quality of differentiation of the curriculum.	To form part of school development plan.	Staff meetings in September and February and June to create provision maps	Pupils with SEN make good progress, as planned learning is differentiated to meet their needs
	Audit of library and reading books to ensure positive images of disabled children.	TBA	Regular reviews and updates of book stock	Pupils are presented with positive images of disabled children
Medium Term	Review provision regularly to ensure all children are able to access the curriculum.	When required		

Learning Environments

	Target/Issue	Time Scale	Resource Requirements	Evidence of Satisfactory Completion
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Short Term	To ensure that disabled parents receive support to access school information, e.g. through large print letters or other adapted	Information gathered via request about disability on entry forms into school	On entry form to continue to reflect this additional requirement for information.	Improved delivery of information for disabled parents/carers
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	Target/Issue	Time Scale	Resource Requirements	Evidence of Satisfactory Completion
Short Term	Through ongoing monitoring ensure where possible, that the layout allows access for all pupils, particularly into the new outdoor areas. Ensure all areas are kept tidy to allow access. Staff to consider the needs of all pupils when designing the layout of their classroom including displays.	Ongoing	Regular meetings of Governors Sites and Buildings Committee	Clear layout enabling all pupils free flow throughout school Displays boards and IWB will be accessed by all children.
	Staff training/reminders of the importance of continued and easy access for disabled throughout school.	When required	Staff meetings led by Health and Safety officer and Headteacher.	Raising awareness of issues affecting disability
	Review/ improve if necessary signage (general) including replacement with high visibility signs Consideration of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	When required	Exit signs replaced where necessary	Smoother movement throughout school
	Review light fittings in all areas of the school.	TBA	Regular meetings of Governors Sites and Buildings Committee	Improved learning environment for all pupils and staff
	Review school evacuation procedures for those with profound hearing/visual impairment	Termly - during fire drill	Regular meetings of Governors Sites and Buildings Committee	Improved safety
Medium Term	Continue to develop staff awareness	When required		

Improving Accessibility and the Delivery of Information to Disabled Parents/Carers

	versions of school information as needed	ongoing		
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	To consult parents, students and other agencies about the school priorities for increasing access to information for pupils with disabilities	Ongoing	Identifying current pupils and their needs in order to set future targets	Improved delivery of information for disabled pupils
	To make arrangements for parents/carers with disabilities to have improved access to the school site.	Disabled parking space provided for blue badge holders. Ongoing. Provide seating at the top of the hill for parents/carers with disabilities.	Provide benches for parents/carers.	Parents/carers have improved access to the school site.
Medium Term	Continue to develop staff awareness	Seek advice from parents/carers about support needed and work closely with local council to ensure that provision is suitable for meeting needs. Ongoing.		