

Accessibility Plan

Deanery CE Primary School



Dates: From September 2026 (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 substituted	I	For strategic lead and lead practitioner to review and update their own training with the Communication and Autism Team (CAT).	Inclusion Manager – Jennie Griffiths	October 2025- Making sense of Autism Training Spring 2026- Attention Autism training	Staff evaluations.	September 2026
	I	Staff to be elected as 'Autism Champions'	SEND TA	October 2023- SCERTS training EP service provide supervision post training to support the staff. Training started in September 2026	Evidence of strategies put in to the classrooms by staff.	Annually
	I	Implement the progressions framework introduced by CAT for all children on caseload.	Inclusion Manager – Jennie Griffiths SEN TA Class teachers	Progression Framework CAT	Progression Framework Concern Records completed for all children on CAT caseload, resulting in One Page Profile targets.	Termly Annually (April)
	I	Meetings with CAT worker, including Class Teacher, child, SENDTA, SENCo and/or parents to support individuals, as and when needed	Inclusion Manager	CAT	Termly review meetings/ notes	
	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	Audit of need to ensure appropriate hours of support from external agencies.	
	I	Update training for all staff in Autism level 1 as required.	Inclusion Manager	Inset time. CAT Making Sense of Autism (Whole staff training) 26/04/2023	Visual timetables displayed in all classrooms	Autumn 2026 April 2027
	I	Support and advice for all staff	Strategic lead/ Lead Practitioner	CAT	Pink forms (Parent meetings)	Ongoing
	C/E	Complete Graduated Approach forms to record individual support/ adaptations	Class Teachers	Graduated Approach form	Graduated Approach forms	
					Graduated Approach form Provision Mapping	Ongoing

	C	Adaptation of Sports Day to be inclusive of all children	Phase Leaders	Class Teachers	Accessible Sports Day for all	
	C/E	Effective use of resources for individual children to promote learning	Class Teachers	Pencil grips Writing slopes Ergo pencils Ridged rulers Dycem Bands		
		Maintain walkways and paths around school	Health and Safety Committee	Site maintenance	Accessible pathways	
To improve access, progress and participation for children with cognition and learning needs	C	Monitor progress of children using the Maths and Literacy continuum (Progress Tracker). Ensure targets are updated on One Page Profiles	Inclusion Manager Class teachers SLT	Pupil Progress Tracker (A2E) Termly Pupil Progress meetings with SLT Termly SEND reviews	Maths Frameworks and Language and Literacy Continuums regularly updated in SEND file (Google Drive) Completed paperwork showing implementation of support and measuring impact One Page Profiles updated with new targets. Records of interventions/impact. Provision mapping.	Ongoing
	C/E	Complete Graduated Approach forms to record individual support/ adaptations	Class Teachers	Graduated Approach form		
	C	Refer to One Page Profile within lessons to meet targets set, including intervention activities.	Class Teachers/ TAs	One Page Profile		
	I/C	Implement good practice when supporting children with specific learning difficulties- LL&SS advice	Inclusion Manager Class teachers	Use of coloured backgrounds on whiteboards, with dyslexia friendly fonts. Coloured overlays/ sheets/ books Interventions for spelling and reading fluency e.g. Nessy, Toe by Toe Opportunities for pre learning/pre tutoring. Access to computers/iPads – Clicker.	Evidence of improvements in children's attainment when reviewed. Typed work in books showing greater quality and quantity than hand written work.	
	I/C	Provide support/training for staff on the effective use of ICT resources for supporting children with SEND – Clicker	Inclusion Manager,	Support from Inclusion Manager/ IT Word Banks created by Class Teachers	Weekly report showing time spent on Nessy and results/ improvement	
	I/C	Use of Nessy, spelling and reading program, at school and at home.	Inclusion Manager	Individual licences for identified children in Key Stage 2.	Meeting notes/ assessment results/ recommendations	
	E/I/C					

		Meetings with LL&SS worker for specific advice and guidance about individuals, including assessments where appropriate	Inclusion Manager	PSS worker		
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 e.g. Jolly Jungle, Malachi, Art Therapy, Cherished	Inclusion Manager, SLT	Jolly Jungle External agencies, as and when required/contacted Regular reviews of JJ with SLT Children audits Our Place Level 3 Mentoring Course (JG and AM) Jan-March 2021	SLT Agenda and minutes Record of referrals.	Ongoing- weekly
		Mentoring Training	Aimee McGrath Anita Morris, Jennie Griffiths (Jolly Jungle)	DLP Training 5/10/23 & 26/10/23	Observation	Ongoing
		SCERTS Training	Jennie Griffiths, Becky Murrell	INSET refreshers	Reports/ recommendations Graduated Approach form	5/10/23 & 26/10/23
		Whole School adoption of the Emotion Coaching model	Inclusion Manager	Educational Psychologist	Course booklets	Weekly
		Advice and support from EPS, including observations of individuals	Inclusion Manager	Friendship groups (lunchtime) Meet and Greet (Inclusion Office) Learning Breaks/ Check ins Drop ins		Daily
		Small group/individual support	Inclusion Manager	INSET Training INSET Training 13/09/2023		13/09/2023
		Mental Health and Well-being Awareness-staff training- ACEs/ Attachment Training (whole staff)	SLT STICK Team			