

Accessibility Plan Deanery CE Primary School



Dates: From January 2020 to January 2023 (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 SEN TA – Karen Edge	CAT- on line Training October 2020 November 2020 January 2021	Staff evaluations. Evidence of strategies put in to the classrooms by staff. Progression Framework Concern Records completed for all children on CAT caseload, resulting in One Page Profile targets. Termly review meetings/ notes Audit of need to ensure appropriate hours of support from external agencies. Visual timetables displayed in all classrooms Pink forms (Parent meetings) Graduated Approach forms	15 th and 22 nd October 2020 (KE) 12 and 13 th Nov 2020 (JG) 9 th and 11 th March 2021 (JG) Annually Termly Annually (April) Autumn 2021 Ongoing
	I	Implement the progressions framework introduced by CAT for all children on caseload.	Inclusion Manager – Jennie Griffiths SEN TA – Karen Edge Class teachers	Progression Framework CAT		
	I	Meetings with CAT worker, including Class Teacher, child, SENDTA, SENCo and/or parents to support individuals, as and when needed	Inclusion Manager	CAT Microsoft TEAMS		
	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		
	I	Update training for all staff in Autism level 1 as required. Support and advice for all staff	Inclusion Manager Strategic lead/ Lead Practitioner	Inset time. CAT CAT		
	C/E	Complete Graduated Approach forms to record individual support/ adaptations	Class Teachers	Graduated Approach form		

	C/E	Implement good practice when supporting children with ASC	Class Teachers SEND team	Visual timetables/ individual timetable Calm boxes/ bags Social stories RAG timetables Calm area (BT Room) Social skills groups Ear defenders Fidget toys	Graduated Approach form Provision Mapping One Page profile	Ongoing
	I	Support parents with referrals and requests for assessments	Inclusion Manager	Completing <ul style="list-style-type: none"> Community Healthcare referral paperwork Questionnaires (e.g. NHS, Healios) 	Completed referrals and diagnosis given CAT support- advice and recommendations for strategies	June 2020 November 2020 January 2021
		Risk assessments for visits out of school to reflect the needs of individuals with communication and interaction difficulties, so that they are inclusive for all.	Class Teachers Visit leader	Pre-visit Risk Assessment	Risk Assessment for each visit	Ongoing
To improve access, progress and participation for children with sensory and physical needs	I	Staff training from PDSS where relevant	Inclusion Manager	PDSS Training	Implementation of relevant support, adaptations and resources Actions relating to reports and recommendations from specialists. Adaptations to classrooms and workspaces for children with specific needs.	Years 4 & 5 (2020-21)
	I	Seek advice from OT	Inclusion Manager	OT		Years 5 & 6 (2021-22)
	E	Utilise specialists, for children with specific disabilities or learning difficulties, to audit environments and provide staff training and children workshops.	Inclusion Manager	PDSS		Year 6 (2022-23)
	E	Adapt classrooms as appropriate to ensure the environment and learning is accessible for all pupils.	SLT, Site Manager, External advisors	As required.		
	E	Install handrails in toilets as the need arises.	SLT Site Manager	Purchase handrails		
	C/E	Complete Graduated Approach forms to record individual support/ adaptations	Class Teachers	Graduated Approach form		
	C	Adaptation of Sports Day to be inclusive of all children	Phase Leaders	Class Teachers		Accessible Sports Day for all
					On going	

	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	Ongoing Ongoing
	C/E	Complete Graduated Approach forms to record individual support/ adaptations	Class Teachers	Graduated Approach form	One Page Profiles updated with new targets. Records of interventions/impact. Provision mapping.	Ongoing
	C	Refer to One Page Profile within lessons to meet targets set, including intervention activities.	Class Teachers/ TAs	One Page Profile	Evidence of improvements in children's attainment when reviewed.	Ongoing
	I/C	Implement good practice when supporting children with specific learning difficulties- PSS 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 – Clicker.	Typed work in books showing greater quality and quantity than hand written work.	Ongoing
	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	From Sept 2020 From Jan 2020
	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	As required
	E//C	Meetings with PSS 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 Jayne Johanson (Jolly Jungle)	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. Observation	Ongoing- weekly Ongoing
		Mentoring Training				
		Whole School adoption of the Emotion Coaching model	Inclusion Manager	INSET refreshers	Reports/ recommendations	
		Advice and support from EPS, including observations of individuals and support for parents during lockdown (Jan-Feb 2021)	Inclusion Manager	Educational Psychologist	Graduated Approach form	
		Small group support	Inclusion Manager	Friendship groups (lunchtime)	Completed course booklets	
		Mental Health and Well-being Awareness-staff training- NCFE CACHE Level 2 Certificate in Understanding Children and Young People's Mental Health -(initial session then course provider cancelled training)	SLT	INSET Training		