

Accessibility Plan Deanery CE Primary School



Dates: From January 2023 to January 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 SEND TA	April 2023- Making sense of Autism Training July 2023- Attention Autism training October 2023- SCERTS training	Staff evaluations. Evidence of strategies put in to the classrooms by staff.	April 2023 July 2023 October 2023
	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.	Annually
	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	Termly
	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.	Annually (April)
	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 Making Sense of Autism (Whole staff training) 26/04/2023 CAT	Visual timetables displayed in all classrooms Pink forms (Parent meetings)	Autumn 2021 April 2023
	C/E	Complete Graduated Approach forms to record individual support/ adaptations	Class Teachers	Graduated Approach form	Graduated Approach forms	Ongoing

	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 SCERTS	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	Ongoing
		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
		SCERTS Training	Jennie Griffiths Becky Murrell	DLP Training 5/10/23 & 26/10/23	Action Plans for specific children	5/10/23 & 26/10/23
		Balance System	SENDCo	SALT- Roshni Lad	Graduated Approach forms	Initial meeting 25/10/23
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.	On going
	I	Seek advice from OT	Inclusion Manager	OT		
	E	Utilise specialists, for children with specific disabilities or learning difficulties, to audit environments and provide staff training and children workshops.	Inclusion Manager	PDSS		
	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	
	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)	Ongoing
	C/E	Complete Graduated Approach forms to record individual support/ adaptations	Class Teachers	Graduated Approach form	Completed paperwork showing implementation of support and measuring impact	Ongoing
	C	Refer to One Page Profile within lessons to meet targets set, including intervention activities.	Class Teachers/ TAs	One Page Profile	One Page Profiles updated with new targets. Records of interventions/impact. Provision mapping.	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.	Evidence of improvements in children's attainment when reviewed.	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	Typed work in books showing greater quality and quantity than hand written work.	From Sept 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.	Weekly report showing time spent on Nessy and results/ improvement	From Jan 2020
	E//C	Meetings with PSS worker for specific advice and guidance about individuals, including assessments where appropriate	Inclusion Manager	PSS worker	Meeting notes/ assessment results/ recommendations	As required

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, Anita Morris, Jennie Griffiths (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.	Ongoing- weekly
		Mentoring Training	Jennie Griffiths, Becky Murrell	DLP Training 5/10/23 & 26/10/23	Observation	Ongoing 5/10/23 & 26/10/23
		SCERTS Training	Inclusion Manager	INSET refreshers	Reports/ recommendations Graduated Approach form	
		Whole School adoption of the Emotion Coaching model	Inclusion Manager	Educational Psychologist	Course booklets	
		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		Weekly Daily
		Small group/individual support	SLT STICK Team	INSET Training INSET Training 13/09/2023		13/09/2023
Mental Health and Well-being Awareness-staff training- ACEs/ Attachment Training (whole staff)						