

The Clinton and Dolton C of E Primary Schools.

Accessibility Plan

**Approved by the Local Schools Committee
Autumn 2018
To be Reviewed Every 3 Years**

Improving access to the curriculum 3 year plan.

Target	Action	Resources/ cost	Person responsible	Outcome
Communicate In Print or a similar programme to be researched, purchased and then used consistently across the school ensuring greater access to written information on displays, signs, within books etc.	RS to research key programmes and purchase with permission from the CEO. Training to be given to all staff on what the programme is and how it can be used effectively. Learning environments to be developed with the use of the key programme.	Purchasing of the programme. Consideration of what computers and where the programme will be saved and accessible from. Resource making to ensure the programme is integrated into whole school life to meet the needs of all pupils. Time for staff to have training as and when needed.	Head SENDCo. TAs. Key person involved in overseeing school environment.	
To raise the standards of achievement for children with Speech, Language & Communication difficulties.	Key TAs to attend SpL training with the communication and interaction team in the spring term. Early years staff and SENDCo to meet, discuss and identify needs and subsequent referrals/provision Time to talk to be an intervention used across both schools to support early speech.	Staff release time to attend training. Time to meet with SEND support and complete referrals. Time to prepare for, execute Language Groups and assess progress. Consultancy/ advice from Specialist Teachers, Speech and Language Therapist	SEND support Class Teachers TA running SALT groups.	
School staff and LSC to have a knowledge and understanding of changes to SEND funding and legislation	Staff training re: changes to statutory funding and EHCP. SEND policy shared with school staff and LSC. Graduated approach to be shared with all staff and staff to be made aware of their responsibilities now.	Time at TA/ Staff meetings SENDCo to attend a LSC meeting.	Headteacher, LSC, SENDCo	

<p>For staff to develop their skills in planning for and supporting children with specific difficulties in their classes</p>	<p>SENDCO to: Support staff with the completion of My Plans and class profiles. Staff questionnaire/ audit to establish training needs. Attendance at specific and relevant training courses. Effective dissemination of knowledge and experience gained with other staff.</p>	<p>Member of SEND team at babcock to deliver training to all staff.</p> <p>Staff training SENDCo to have Half termly meetings with teachers to create and monitor targets where appropriate. INSET Training Time for staff to share knowledge and experiences.</p>	<p>Class Teachers SENDCO</p>	
<p>Regular wellbeing and SEMH teaching and learning wo happen over the academic year for both children and staff as effective learning will not take place if children and staff are not feeling safe and secure.</p>	<p>Creation of wellbeing hour through the use of PE funding. Research and develop ways of monitoring and assessing children's wellbeing and mental health across the schools. Complete pupils questionnaires at points in the years to monitor. Consider how play based and relational learning can be built into the curriculum across all year groups. Continue to develop the curriculum based around the Church of ENgland Vision for Education which supports mental health in children and staff.</p>	<p>Member of staff from each school to attend the Boxall profiling training being delivered for free by SEMH team in babcock in Spring term. Staff meeting time to build upon the curriculum. Training from PE specialist on Fun fit etc.</p>	<p>SENDCO. Class teachers. Head Support staff.</p>	

Improving access to the physical environment three year plan

Target	Action	Resources/ cost	Person responsible	Outcome
Regular review of arrangements in the case of a fire. Ensure that fire procedures take account of the needs of all pupils.	Consider individual cases – complete PEEPs where required. Examine fire doors, citing of fire signs and signage – particularly with VI pupils in mind.	Time Possible additional resources as necessary	H7S LSC member Health & Safety Officer Appropriate TAs to complete PEEPS and SENDCo to oversee.	
Ensure that disabled car drivers have easy access to an appropriately placed car parking space and that there is a safe way for wheel chair users to access the school.	Create sign posting for all to see where access is for wheelchair users.	Consideration of signage where appropriate and needed.	Head. LSC members. Board.	
Ensure ramps are in place to support wheel chair users in and out of the school building.	Review where ramps are each year for key child in school and other wheel chair users to the school.	Possible building of portable ramps where appropriate.	Head. LSC member. Board	

<p>To ensure that children with medical needs are well supported at school</p>	<p>New Medical Policy to be written and put in place taking into account new national guidelines. Working collaboratively with school nurse to ensure that Care Plans for children with medical needs are written and reviewed annually. Annual staff training. First aid training Note of where the medication is kept in each class to be clearly displayed Medication to be sent home at the end of every school year (to be checked by parents if it is still up to date) New medical forms to be sent</p>	<p>Time Care plans Training arranged with appropriate medical professionals</p>	<p>SENCO School Nurse Business manager Head Teacher</p>	
<p>Continue to work towards a dyslexic friendly classroom.</p>	<p>As rooms are decorated in the school, consider appropriate colours and contrast of colours for those with dyslexic tendencies and visual tracking difficulties.</p>	<p>Time for learning walks to take place. Resources to develop displays and classrooms</p>	<p>Head Teacher</p>	

Improving access to information 3 year plan.

Target	Action	Resources/ cost	Person responsible	Outcome
To have a number of staff able to support communication through the use of Total Communication Systems.	Communicate in Print or a similar programme to be widely available at school Class Teachers and Teaching assistants to attend relevant training.	Time to attend training and to liaise with outside agencies. Total communication course. Consider Widgets programme for some computers.	SENDCO SEND support Appropriate TAS.	
Continue to increase the amount of information available to parents on the school web site – including how to access school information in a variety of formats.	Add necessary information to the website as appropriate Consider setting up a parent forum. Coffee mornings for parents with children with SEND Publish SEND report and whole school offer.	Time	Head Teacher SENDCo	

Raising disability awareness 3 year plan.

Target	Action	Resources/ cost	Person responsible	Outcome
<p>To raise awareness of individual needs – of children and/or parents on entry to the school</p>	<p>Assess whether a meeting is needed with the SENDCO based on information completed on school entry form so that needs can be shared and ways of supporting individual needs discussed.</p> <p>Meetings with Reception teachers, Early Years Leader, Headteacher and SENDCo to be set up to greet all new parents and to disseminate information</p>	<p>Time</p>	<p>School secretary Head Teacher SENDCO Appropriate class teachers</p>	
<p>To complete an audit of the school's materials on promoting disabilities in an appropriate light</p>	<p>Library books to be audited to establish a list of Materials in school.</p> <p>Consultation with SLS: reference to materials we could purchase for school to promote disabilities awareness and understanding</p>	<p>Time Cost of books</p>	<p>Librarian Head Teacher</p>	

<p>Increase awareness of disability within the school community and across the schools within Alumnis Mat</p>	<p>Plan an awareness raising week – including visits from disabled people within the community to come and talk to the children. Consider a themed week such as ‘Deaf awareness’ or ‘Physically disabled awareness’ etc. Use a display board to promote awareness of disabilities</p>	<p>Possible cost of visiting speakers. Appropriate resources – posters etc.</p>	<p>LSC members. SENDCO Class Teachers Head Teacher</p>	
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