

Accessibility Action Plan September 2020-21 to 2021-22
Review Date: July 2022

Improving Access to the Curriculum				
Objective	Strategy	Desired Outcome	Timescale	Goal Achieved
To improve the effectiveness of Speech and Language support in school	<ul style="list-style-type: none"> Buy in speech therapist time form 'Speak About' Staff to receive appropriate training and support to deliver intervention programme effectively. 	<ul style="list-style-type: none"> Pupils needs will be identified and more consistently met. 	2020-2021	
To develop staff understanding of the emotional needs of pupils with attachment disorder.	<ul style="list-style-type: none"> Staff will receive appropriate training to broaden their understanding of pupils with attachment disorder. 	<ul style="list-style-type: none"> Staff will understand pupil's needs. Pupils will be supported appropriately and effectively enabling them to access the curriculum and their learning. 	Autumn Term 2020 Ongoing training when necessary	
To increase effective support for EAL pupils on entry to school.	<ul style="list-style-type: none"> Staff to use resources effectively to support EAL pupils where language is a barrier to their learning. Effective induction procedures in place for new EAL pupils and parents. New baseline and initial assessments implemented. 	<ul style="list-style-type: none"> EAL pupils will be more able to access the curriculum with improved outcomes. Earlier interventions will be in place showing positive outcomes. 	Baselines & assessments- Autumn Term 2020 EAL support-ongoing	
To increase the awareness of pupils and staff to alternative Methods of teaching through nationally acclaimed days	<ul style="list-style-type: none"> Research over the year the variety of National days that take place with which we can support in school that 	<ul style="list-style-type: none"> Children and staff will increase awareness of how lessons can be made more personalised and unique to 	Throughout the year	

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<p>that celebrate diversity of need.</p>	<p>strengths awareness of disabilities. E.g. No Pens Day for promoting speech and language.</p>	<p>support disabilities.</p>		
<p>To further allow research and implement more alternative methods of recording work through the use of technology. To continue to invest in new technology to provide alternative methods of recording learning.</p>	<ul style="list-style-type: none"> To source new 'apps' to provide specific learning opportunities <p><i>Especially for children with a VI.</i></p>	<ul style="list-style-type: none"> Technology within the school will be maximised to support children who need to use alternative methods of recording. 	<p>Ongoing</p>	
<p>To ensure that recommended adaptations are made where necessary to meet the needs of individual pupils with additional needs that meet the direct requirements given by professionals.</p>	<ul style="list-style-type: none"> Staff will make reasonable adjustments such as: appropriate seating, acoustics etc adaptations to the physical environment of the school provision of tactile and kinaesthetic materials access to low vision aids access to specialist aids, equipment or furniture regular and frequent access to specialist support 	<ul style="list-style-type: none"> Support in classes will reflect that stated on Inclusion passports. Pupils will be able to access the curriculum, leading to improved outcomes. Staff will have a good understanding of individual pupil needs in their classes 	<p>Electronic folders set up- Autumn Term 2020</p> <p>Staff advised by SENDCO/Deputy SENDCo- Autumn term transition and then ongoing</p>	

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	<ul style="list-style-type: none"> • Staff fully informed of individual needs through access to up to date reports and advice. This will be managed through the electronic class Inclusion folders 			
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Improving the delivery of information to disabled pupils, parents and other stakeholders				
Objective	Strategy	Outcome	Timescale	Goal Achieved
To increase the knowledge and accountability of all staff as teachers of children with different needs and disabilities.	<ul style="list-style-type: none"> • Ongoing training for all staff on SEND to ensure that there is a consistent delivery of information to all parents. 	<ul style="list-style-type: none"> • Staff will have an increasing knowledge and take responsibility for communicating clearly with parents, pupils and stakeholders. 	Ongoing	
To review pupils' records ensuring that school staff are all aware of any with additional needs; medical needs or disabilities.	<ul style="list-style-type: none"> • New pupils' records to be reviewed • End of year transition meetings • Annual reviews • SEND meetings • Medical forms updates annually 	<ul style="list-style-type: none"> • Staff are aware of pupils with disabilities in the school and able to respond to additional needs 	Some annually or termly as necessary	

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	<ul style="list-style-type: none"> Pupils with medical plans to be known to all staff 			
School to be aware of services available for visually and hearing impaired children, and children with Downs' Syndrome and other disabilities	<ul style="list-style-type: none"> Pupils on roll receive support from specialist services e.g. OTs, EP Access training to meet the needs of individual pupils when and where appropriate. 	<ul style="list-style-type: none"> Staff are aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development 		

Improving Access to the Physical Environment

Objective	Strategy	Outcome	Timescale	Goal Achieved
To maintain clear evacuation procedures are in place, especially helping with mobility impaired pupils, staff and visitors.	<ul style="list-style-type: none"> Train staff in evacuation procedures. Train staff in how to support escape for mobility impaired, following individual evacuation plans. Identify a delegated person who checks escape routes to ensure they are clear. 	<ul style="list-style-type: none"> A safe escape route with a known procedure to all. 	From September 2020	
Improve signage around the school	<ul style="list-style-type: none"> Review internal signage. 	<ul style="list-style-type: none"> All areas are clearly sign posted and are fit for purpose. 	Ongoing	

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	<ul style="list-style-type: none"> Add more directional signs. 			
Improve quality of provision for HI parents, pupils and visitors.	<ul style="list-style-type: none"> Purchase a portable loop system and display the sign. (Reference external audit July 2019) 	<ul style="list-style-type: none"> All pupils, staff and visitors can access the front reception desk, meetings, assemblies, presentations etc. 		
Improve arrangements for disabled parking.	<p>Mark out a safe walkway for pedestrians in the carpark. Correctly mark out disabled bay and allocate more space. (Reference external audit July 2019)</p>	Disabled parking is safe and compliant.	This is to be listed as a 'Capital Project' due to significant costings.	
Improve intercom accessibility for wheelchair users.	<p>Lower the intercom on the main front doors. Add appropriate signage next to the intercom. (Reference external audit July 2019)</p>	The intercom will be accessible for wheelchair users. The signage will facilitate the usage of the intercom.		
Improve accessibility for wheelchair users at the main reception desk.	<p>Provide a collapsible shelf or alter the main front desk to allow wheelchair users to sit front on to sign in. (Reference external audit July 2019)</p>	The main office area will be wheelchair user friendly.	This is to be listed as a 'Capital Project' due to significant costings	
Improve door handles are all compliant.	<p>Replace non-compliant door handles: Ensure handles are contrasting to the door colour. All door handles are D-shaped. (Reference external audit July 2019)</p>	All doors and handles will be compliant.	Handles are being replaced	



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