

## Implementation of the Accessibility Plan 2021-2024: Planning and Priorities

### 1. To increase the extent to which disabled pupils can participate in the school curriculum

	Target	Strategies/actions	Resources	Timescale	Responsibility	Outcomes
Short term	Classrooms with children with high SEND needs are displayed with respect	<ul style="list-style-type: none"> <li>Classrooms identified</li> <li>Best practice shared</li> <li>Teachers implement recommendations</li> </ul>	n/a	Each term	Class teachers	Children with high needs learn successfully in the classroom
	Adapt assessment records to accommodate SEND children	Find solutions to matching input in Engagement model to our Provision mapper and individual records	n/a	July 2021	Assessment co-ordinator	Progress of SEND pupil is recorded accurately
Medium term	Ensure curriculum is inclusive	Adapt curriculum content to ensure content can be adapted to meet needs	n/a	December 2021	Subject leaders and year group leaders	Children with high needs access all areas of the curriculum
	Resources are provided for children with access needs eg PC screens	Identify any access needs for SEND pupils and create orders for resources to remove barriers	£500	December 2021	SENCO	Children with high needs access all areas of the curriculum
	Disability sports are included in Sports curriculum	Include disability sports in annual programme of provision in PE curriculum for all year groups	n/a	December 2021	PE team	Talents of all children are given an opportunity to be recognised
	Curriculum access is adapted to meet needs of children with physical needs eg all physical areas of learning – PE, Art and D&T	<ul style="list-style-type: none"> <li>Adaptations for access needs are identified in advance</li> <li>Guidance is provided by subject leaders in advance of teaching input</li> </ul>	n/a	December 2021	Class teachers and subject leaders	Children with high needs access all areas of the curriculum
Long term	Staff training on best practice in meeting children's needs (SEND)	<ul style="list-style-type: none"> <li>Training opportunities to raise awareness of best practice are identified</li> <li>Trainers are booked to provide training</li> </ul>	£500	March 2022	SENCO	Teachers are well informed of best practice and able to provide in daily practice
	Use ICT to provide better access to the curriculum (tablets, recording devices etc)	<ul style="list-style-type: none"> <li>Pupils with access needs are identified</li> <li>Recommend resources that will increase access</li> </ul>	£500	March 2022	SENCO and ICT co-ordinator	Children with high needs access the curriculum successfully
	School attainment expectations for all children are clear	Define any specific limitations for SEND children and be clear when these do not apply – for all subjects	n/a	March 2022	SENCO	Teachers have appropriately high expectations for all SEND pupil in each subject

**2. To improve the physical environment of the school in order to increase the extent to which disabled pupils can take advantage of education and associated services**

	Target	Strategies/actions	Resources	Timescale	Responsibility	Outcomes
Short term	n/a					
Medium term	Ensure hearing loop is operative in classrooms, where fitted	<ul style="list-style-type: none"> <li>• Check operating system and determine if any repairs are necessary</li> <li>• Order repair if necessary</li> <li>• Ensure SENCO knows how to operate system if required</li> </ul>	£200	December 2021	SBM and SENCO	Supportive hearing system is operational
	Consider colour coding year group classrooms	<ul style="list-style-type: none"> <li>• Propose coding system and whether this offers good value for money</li> <li>• Consider how this can be actioned</li> </ul>	£500	December 2021	SLT and Premises team	Independent movement around the school is achieved
	Consider policy on access to new build for child with disabilities	<ul style="list-style-type: none"> <li>• Consult on protocol for admissions for children with disabilities – best classrooms to use to reduce access barriers</li> </ul>	n/a	December 2021	SLT and SENCO	Most efficient system of allocating classrooms is achieved
	Review location of Clevertouch screens	<ul style="list-style-type: none"> <li>• Consult on whether the location in classrooms is optimal</li> <li>• Make adjustments in necessary</li> </ul>	n/a	December 2021	SENCO, SBM and ICT team	All children can access screens in classrooms
Long term	Ensure classroom sinks are accessible to all children	<ul style="list-style-type: none"> <li>• Consult on whether access is OK for short children and wheelchair users</li> <li>• Make adjustments in necessary</li> </ul>	n/a	December 2021	SBM, SENCO and Premises team	All children can access sinks

**3. To improve the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

	<b>Target</b>	<b>Strategies/actions</b>	<b>Resources</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
Short term	Share information with colleagues on available resources and strategies	<ul style="list-style-type: none"> <li>• Sharing meetings with staff</li> <li>• Produce reference document for future use, update at least annually</li> </ul>	n/a	December 2021	SENCO	All members of staff are aware of our current options for removing communication barriers
Medium term	Review resources next to available support, consider expanding to meet our community's needs	<ul style="list-style-type: none"> <li>• Audit children's communication needs</li> <li>• Review needs and identify any gaps to improve children's access to information</li> <li>• Recommend new resources – software, online, programmes</li> </ul>	n/a	March 2022	SENCO and SLT	School has a suitable range of resources to draw on to ensure communication is effective
Long term	Source wider range of communication resources	<ul style="list-style-type: none"> <li>• Ensure school has appropriate budget to meet this target</li> <li>• Procure recommended resources</li> </ul>	£500	July 2022	SENCO	Children's communication barriers are removed