

## Accessibility Plan 2013 - 2015

Standard	Available resources	Activity	Recipients	Timescale	Success criteria	Monitored by	Evaluation and impact on SDP
<p><b>Increase the extent to which disabled pupils and pupils with SEN can participate in the school's curriculum</b></p> <p>National Curriculum inclusion statement (statutory):-</p> <p>setting suitable learning challenges</p> <p>responding to pupils' diverse learning needs; and</p> <p>overcoming potential barriers to learning and assessment for individuals and groups of pupils</p>	<p>Funded through:</p> <p>Pupil Premium</p> <p>SEN budget</p> <p>Curriculum budget</p>	<p><b>Improve provision for pupils with learning / behaviour/emotional needs</b></p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>Investigate enhancing existing ICT e.g. use of tablets and supporting software for curriculum access</li> </ul>	Whole staff	By end Summer 2015	Greater range of ICT in use to support children's access to the curriculum.	SLT lesson observation monitoring	
		<ul style="list-style-type: none"> <li>Investigate/purchase 'Communication in Print' to improve access to curriculum for children with ASD/deficits in WM &amp; STM.</li> </ul>	Whole staff	By April 2014	Greater use of pictures/symbols within work presented to children to support visual learning.	SLT and Individual, group and whole class planning process	
		<ul style="list-style-type: none"> <li>Investigate/purchase 'Lexia' intervention programme to support children with dyslexia/ poor phonemic awareness.</li> </ul>	Whole staff	By Feb 2014	Lexia intervention support time-tabled within all classes.	SENCO	
		<ul style="list-style-type: none"> <li>Provide training in use of above resources.</li> </ul>	Whole staff	On-going	Staff able to fully utilize ICT programmes to support children.	SENCO	

		<ul style="list-style-type: none"> <li>Investigate 'reading dog' resource to promote reading.</li> </ul>	Target children	By April 2014	More motivated children leading to 'closing gap' in attainment Improved progress in reading of target children.	SLT	.
		<ul style="list-style-type: none"> <li>Set up link with local special school (St Nicholas) with visits by our staff to them and their DH to us to learn and implement strategies to support children with ASD.</li> </ul>	All KS 1 staff.	Sep 13 – July 14	Appropriate strategies for children with ASD implemented and monitored for effectiveness.	SENCO/SLT	
		<ul style="list-style-type: none"> <li>Train three members of staff in screening methods for dyslexia. Implement screening programme within school.</li> </ul>	SENCO + 2 staff members	July 2014	Children with possible dyslexia identified.	SENCO	
		<ul style="list-style-type: none"> <li>Train all staff in fundamentals of dyslexia and appropriate provision within class.</li> </ul>	Whole staff	September 2014	All classrooms 'dyslexia friendly'.	SENCO and Individual, group and whole class planning process	
		<ul style="list-style-type: none"> <li>Increase E.P. time in school to provide diagnostic analysis where nec given screening</li> </ul>	SENCO	September 2014	Children with dyslexia identified.	SENCO	

		<ul style="list-style-type: none"> <li>Specialist Speech and Language TA in post, S&amp;L area set up, intervention programmes related to S&amp;L reports planned and reviewed, S&amp;L cluster group attended by S&amp;L TA/SENCO.</li> </ul>	S&L TA	April 2014	<p>S&amp;L interventions time-tabled.</p> <p>Effective liaison between S&amp;L TA and staff so that all staff are fully aware of the interventions in place and support them within class.</p> <p>Effective liaison between SENCO, SALT and S&amp;L TA</p>	SENCO/SLT	
		<p><b>Behaviour – behaviour management</b></p> <ul style="list-style-type: none"> <li>T.A. training in a variety of behaviour management approaches and feed-back to whole staff. (Facilitated by Behaviour Support Team, Victoria House)</li> </ul>	All T.A.s	Aut term 13	TAs more confident in use of different behaviour strategies.	SENCO	
		<ul style="list-style-type: none"> <li>Working party to revise behaviour policy in light of above training.</li> </ul>	TA/teacher gp	Spring term 14	Behaviour policy revised and implemented.	SENCO/family liaison officer.	
		<ul style="list-style-type: none"> <li>ABC charts to be implemented and incidents monitored by SLT (any changes needed as consequence identified and implemented)</li> </ul>	Whole staff	Ongoing	Trigger points for children’s behaviour quickly identified and appropriate strategies employed; reduction in behaviours displayed by	SENCO/SLT	

		<ul style="list-style-type: none"> <li>All training supported and implementation monitored by SLT</li> </ul>	Whole staff	Spring 14	children. Staff are confident to meet the needs of pupils with a diverse range of needs All pupils make progress	SLT	
		<p><b>Emotional well-being</b></p> <p>Train member of staff in 'Drawing and Talk' intervention Set up intervention.</p>	TA trained to benefit whole school	Spr/Sum 14	Drawing and Talking intervention group operating to support children with emotional needs.	SENCO	
		Train member of staff as an 'ELSA'	TA trained to benefit whole school	Autumn 14	ELSA support programme available within school.	SENCO	
		Set up programme of ELSA support as needed	Whole school community	Autumn 14	ELSA support programme time-tabled.	SENCO	
		Improving inclusive ethos					
		<ul style="list-style-type: none"> <li>Become a 'Value based' school: inset training and follow up.</li> </ul>	Whole staff and school community	ongoing	Value based principles in operation within school	SLT	