

Accessibility Plan 2013 - 2015 Evaluated October 2015

Standard	Available resources	Activity	Recipients	Timescale	Success criteria	Monitored by	Evaluation and impact on SDP
<p>Increase the extent to which disabled pupils and pupil's with SEN can participate in the schools' curriculum</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>Improve provision for pupils with learning / behaviour/emotional needs</p> <p>Learning</p> <ul style="list-style-type: none"> Investigate enhancing existing ICT e.g. use of tablets and supporting software for curriculum access Investigate/purchase 'Communication in Print' to improve access to curriculum for children with ASD/deficits in WM & STM. 	<p>Whole staff</p> <p>Whole staff</p>	<p>By end Summer 2015</p> <p>By April 2014</p>	<p>Greater range of ICT in use to support children's access to the curriculum.</p> <p>Greater use of pictures/symbols within work presented to children to support visual learning.</p>	<p>SLT lesson observation monitoring</p> <p>SLT and Individual, group and whole class planning process</p>	<p>Communication in Print was bought but not used by staff: possible reason – only put on one computer in PPA room so limited and difficult access. It was then removed when computer updated/repair ed. SENCO informed Disc</p>

		<ul style="list-style-type: none"> Investigate/purchase 'Lexia' intervention programme to support children with dyslexia/ poor phonemic awareness. 	Whole staff	By Feb 2014	Lexia intervention support time-tabled within all classes.	SENCO	was then corrupted Lexia purchased, staff trained, timetabled and operating.
		<ul style="list-style-type: none"> Provide training in use of above resources. 	Whole staff	On-going	Staff able to fully utilize ICT programmes to support children.	SENCO	As above
		<ul style="list-style-type: none"> Investigate 'reading dog' resource to promote reading. 	Target children	By April 2014	More motivated children leading to 'closing gap' in attainment Improved progress in reading of target children.	SLT	.Reading Dog timetabled and operating in school
		<ul style="list-style-type: none"> 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. 	All KS 1 staff.	Sep 13 – July 14	Appropriate strategies for children with ASD implemented and monitored for effectiveness.	SENCO/SLT	Individual work-stations, first – then boxes, visual time-tables, use of emotions cards, sensory bags/boxes, sensory room, adapted

		<ul style="list-style-type: none"> • Train three members of staff in screening methods for dyslexia. Implement screening programme within school. 	SENCO + 2 staff members	July 2014	Children with possible dyslexia identified.	SENCO	<p>curriculum in place where needed.</p> <p>Staff trained. Screening programme in use.</p>
		<ul style="list-style-type: none"> • Train all staff in fundamentals of dyslexia and appropriate provision within class. 	Whole staff	September 2014	All classrooms 'dyslexia friendly'.	SENCO and Individual, group and whole class planning process	<p>Whole staff training took place Sep 2014. Ms F. Simpson monitoring classroom environments.</p>
		<ul style="list-style-type: none"> • Increase E.P. time in school to provide diagnostic analysis where nec given screening 	SENCO	September 2014	Children with dyslexia identified.	SENCO	<p>Cost has been investigated with both EP and literacy centre. Due to costs involved and need to prioritise EP time Literacy Centre has advised buying an IT tool to further differentiate which children should be put forward for</p>

		<ul style="list-style-type: none"> Specialist Speech and Language TA in post, S&L area set up, intervention programmes related to S&L reports planned and reviewed, S&L cluster group attended by S&L TA/SENCO. 	S&L TA	April 2014	<p>S&L interventions time-tabled. Effective liaison between S&L TA and staff so that all staff are fully aware of the interventions in place and support them within class. Effective liaison between SENCO, SALT and S&L TA</p>	SENCO/SLT	<p>diagnosis. (Purchase agreed by HT)</p> <p>Speech and language support has been time-tabled and operates each day except Thursdays. The Speech and Language TA keeps records of work undertaken in relation to targets set by attached SALT or to children's IEPs/child passports. Cluster groups regularly attended. SENCO regularly liaises with attached SALT.</p>
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		<p>Behaviour – behaviour management</p> <ul style="list-style-type: none"> • T.A. training in a variety of behaviour management approaches and feed-back to whole staff. (Facilitated by Behaviour Support Team, Victoria House) • Working party to revise behaviour policy in light of above training. • ABC charts to be implemented and incidents monitored by SLT (any changes needed as consequence identified and implemented) • All training supported and implementation monitored by SLT 	All T.A.s	Aut term 13	TAs more confident in use of different behaviour strategies.	SENCO	BST trained all TAs 2013
			TA/teacher gp	Spring term 14	Behaviour policy revised and implemented.	SENCO/family liaison officer.	Working party was overseen by Mrs B Hassanin, family liaison officer. Behaviour policy revised.
			Whole staff	Ongoing	Trigger points for children's behaviour quickly identified and appropriate strategies employed; reduction in behaviours displayed by children.	SENCO/SLT	ABC charts in use and analysed
			Whole staff	Spring 14	Staff are confident to meet the needs of pupils with a diverse range of needs All pupils make progress	SLT	Ongoing

		<p>Emotional well-being</p> <p>Train member of staff in 'Drawing and Talk' intervention Set up intervention.</p> <p>TA trained to benefit whole school</p> <p>Spr/Sum 14</p> <p>Drawing and Talking intervention group operating to support children with emotional needs.</p> <p>SENCO</p> <p>Drawing and Talking intervention time tabled and operated by Mrs Chang-Leng.</p>				
		<p>Train member of staff as an 'ELSA'</p> <p>TA trained to benefit whole school</p> <p>Autumn 14</p> <p>ELSA support programme available within school.</p> <p>SENCO</p> <p>ELSA trained and time-tabled support operating</p>				
		<p>Set up programme of ELSA support as needed</p> <p>Whole school community</p> <p>Autumn 14</p> <p>ELSA support programme time-tabled.</p> <p>SENCO</p>				
		<p>Improving inclusive ethos</p> <ul style="list-style-type: none"> • Become a 'Value based' school: inset training and follow up. <p>Whole staff and school community</p> <p>ongoing</p> <p>Value based principles in operation within school</p> <p>SLT</p> <p>Whole school inset day training and values discussed etc in assembly and class time.</p>				