

## Accessibility Plan 2015 - 2018

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 pupil's with SEN can participate in the schools' 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: Pupil Premium SEN budget 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> <li>• Establish use of 'Communication in Print' as a curriculum tool to improve access to curriculum for children with ASD/deficits in WM &amp; STM.</li> </ul> <p>Investigate cost of putting onto classroom computers rather than just PPA room computer.</p> <ul style="list-style-type: none"> <li>• Teachers to supply 'Lexia' intervention programme time-tables to SENCO and programme administrator. Train administrator in</li> </ul>	<p>Whole staff</p> <p>Whole staff</p> <p>Whole staff</p> <p>Whole staff</p>	<p>By end Summer 2016</p> <p>By July 2016</p> <p>By Dec 2016</p> <p>By Feb 2016</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>Teachers able to access programme on classroom computers.</p> <p>Children time-tabled minimum of three times per week (preferably more) and progress monitored via provision maps.</p>	<p>SLT lesson observation monitoring</p> <p>SLT and Individual, group and whole class planning process</p> <p>As above</p> <p>SENCO</p>	

		<p>overseeing time-tables and monitoring effectiveness.</p> <ul style="list-style-type: none"> <li>• Provide feedback to whole staff on overall progress of students on the Lexia programme.</li> <li>• Continue use of 'reading dog' resource to promote reading. Improve analysis of impact through provision map evaluations.</li> <li>• Train all staff in understanding of ASD. (Training by Dr Amelia Roberts from Institute of Education, University College London.)</li> <li>• Dr Amelia Roberts to facilitate individual/group learning follow up sessions.</li> <li>• Continue to use dyslexia screening tool within school. Make whole school decision over whether to screen one whole year group (ie at set time in child's journey</li> </ul>	<p>Whole staff</p> <p>Target children</p> <p>Open to all staff</p> <p>Whole school</p>	<p>By October 2016</p> <p>ongoing</p> <p>Sep 15 – July 16</p> <p>Ongoing</p> <p>April 2016</p>	<p>Staff have good understanding of impact of Lexia as an intervention and its limitations.</p> <p>More motivated children leading to 'closing gap' in attainment Improved progress in reading of target children.</p> <p>Appropriate strategies for children with ASD implemented and monitored for effectiveness. Monitored through lesson observations, learning walks etc (as Teaching and Learning policy)</p> <p>Children with possible dyslexia identified.</p>	<p>SENCO</p> <p>SLT</p> <p>SENCO/SLT</p> <p>SENCO</p>	
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		through the school).					
		<ul style="list-style-type: none"> <li>Investigate buying Dyslexia Portfolio by GL assessment.</li> </ul>	Children identified as at risk of dyslexia on screening tool.	Dec 2015	Children most needing to be put forward for dyslexia diagnosis identified and their strengths and weaknesses more precisely identified.	SENCO	
		<ul style="list-style-type: none"> <li>Update dyslexia training</li> </ul>	Whole staff	December 2016	All staff updated in principles of dyslexia	SENCO	
		<ul style="list-style-type: none"> <li>Ensure all classrooms are dyslexia friendly</li> </ul>	Children with dyslexic tendencies	Ongoing	All classrooms dyslexia friendly	Mrs F Simpson, SENCO, SLT	
		<ul style="list-style-type: none"> <li>Increase E.P. time in school to ensure needs of children on SEN register are fully met.</li> </ul>	Children on SEN register (as appropriate)	September 2015	All children assessed as needing to see the EP have access to EP time.	SENCO	
		<ul style="list-style-type: none"> <li>Further develop speech and language area: all resources properly organised and available to borrow by all staff so that speech and language work by TA is reinforced within classrooms.</li> </ul>	S&L TA	September 2016	Teachers use some speech and language resources within classrooms. Teachers and Speech and Language TA regularly liaise.	SENCO	

	<ul style="list-style-type: none"> <li>Speech and Language TA develops time-table/process for liaising with teachers.</li> </ul> <p><b>Behaviour – behaviour management</b></p> <ul style="list-style-type: none"> <li>Whole school training in ‘learning how to learn’ and self regulation behaviour strategies.</li> <li>Behaviour/Teaching and learning policies to be amended in light of above training as necessary.</li> <li>ABC chart incidents monitored by SLT (any changes needed as consequence identified and implemented)</li> </ul> <p><b>Emotional well-being</b></p> <p>Train second member of staff as an ‘ELSA’ or in drawing/talking/use of lego to support emotional well-being.</p> <p>Decide upon primary assessment tool for emotional well-being (Box-hall profile, SDQ, Ekhert etc). Train member(s) of staff as</p>	<p>Whole school</p> <p>Whole staff</p> <p>Whole school</p> <p>Whole school</p> <p>Whole school</p>	<p>Begin Sep 2015 then ongoing</p> <p>Jul 2016</p> <p>July 2016</p> <p>Sep 2016</p> <p>April 2016</p>	<p>Children using appropriate strategies to aid/regulate their own learning and behaviour.</p> <p>Policies reflect current practice.</p> <p>ABC charts are always followed up.</p> <p>Second member of staff working as part of the inclusion ‘emotional well-being’ team.</p> <p>Improvement in children’s emotional well-being due to interventions clearly assessed.</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SENCO</p> <p>SENCO/SLT/HT</p>	
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		<p>necessary. Ensure assessment tool is in use to monitor effectiveness of interventions.</p> <p>Improving inclusive ethos</p> <ul style="list-style-type: none"><li>• Continue to develop a 'Value based' school</li></ul>	<p>Whole school community</p>	<p>ongoing</p>	<p>Value based principles in operation within school</p>	<p>SLT/HT</p>	
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