

## Appendix C - Accessibility Plan 2014-2017

### Increasing Access to the Curriculum

Targets	Strategies	Timescale	Success Criteria	Progress
To make staff aware of the range of disabilities of children in their class that may limit access to the curriculum for those children.	<p>Summer transition meetings for new teachers.</p> <p>Termly Pupil progress meetings.</p> <p>Class SEN folder and provision map updated termly.</p> <p>Meetings with parents and TLC's.</p>	<p>Yearly transition meetings in summer term</p> <p>Termly pupil progress meeting</p> <p>Termly update of SEN register and provision</p> <p>Termly TLC plus meetings for SEN children and keyworker meetings</p>	<p>Staff confident in meeting the needs and increasing access for disabled children in their class.</p> <p>Lesson Observations.</p> <p>Pupils views.</p> <p>Parental feedback on TLC</p> <p>Termly tracking of SEN children's progress via assessment data</p>	<p>Achieved yearly with meeting notes evidenced</p> <p>Recorded on triangulation paperwork for all staff</p> <p>Children interviewed and views recorded</p> <p>Analysed by head teacher and SAFSS team through questionnaires and parent report replies</p> <p>Data captured and analysed at ACT meetings</p>
To use LSA's/TA's more effectively to support class teachers in delivering the curriculum to disabled pupils.	<p>Pupil progress meetings to identify pupils and plan strategies with SENCO.</p> <p>Teachers planning for assistants during lessons and in the form of weekly</p>	<p>Termly following Assessment weeks.</p> <p>Weekly planning</p>	<p>Increased progress of children with disabilities.</p> <p>Evidence in planning.</p> <p>TA's feedback reports</p> <p>access to differentiated</p>	<p>Planning reviewed during class observations and triangulation and evidence of this recorded</p>

	<p>additional provision for identified children.</p> <p>Achievement Teams.</p>	<p>Half termly/termly following assessment weeks</p>	<p>planning for children they support</p> <p>Provision map timetables written by teachers.</p>	<p>TA's confirmed that they are well planned for during their personal development reviews</p> <p>Provision mapping made available to SEN keyworkers</p>
<p>To provide parents with web-based access to homework tasks and resources for them to support their child.</p>	<p>All parents and pupils to have access to the website and range of resources to support learning.</p> <p>All children to be given access to My Maths website with individual log on.</p> <p>Access to school website for all families</p> <p>Weekly differentiated homework</p>	<p>Updated information on monthly newsletter</p> <p>All children allocated passwords and logins when they join the school</p> <p>Website updated regularly by Office Manager and monitored by a school governor</p>	<p>Parents more involved in supporting their child. Better communication between home and school with homework.</p> <p>A positive impact on pupils' progress and evidence of logging in at home</p> <p>Parents accessing the school website</p> <p>All children completing homework at an appropriate level</p>	<p>All parents have access to the website for support</p> <p>All parents can access Bug Club reading scheme from home</p> <p>All parents have access to online My Maths activities to support their child</p> <p>Monitoring checks by designated governor</p> <p>Homework given by all staff on a weekly basis and children completing it</p>

## Making Improvement to the Physical Environment

Targets	Strategies	Timescale	Success Criteria	Progress
To provide specialist furniture and equipment for identified pupils in specific areas as required.	<p>To identify resource needs following liaison with advisory teachers, OT's and Physiotherapists. To include handrails in toilets upstairs</p> <p>Staff to receive relevant training.</p> <p>To discuss needs with pupils, parents and staff.</p>	<p>Subject to pupil needs.</p> <p>Reviewed and updated yearly as pupils move classes</p> <p>Staff trained in the summer term for new start in September or as required with children's changing needs</p> <p>Audit in Summer Term to identify pupil needs for September.</p>	<p>Pupils fully equipped to access all school activities learning and social.</p> <p>Staff trained and certificated</p> <p>Pupils in new areas of the school and new pupils have what they need</p>	<p>All pupils currently have what is required</p> <p>All staff trained or training booked for the next term</p> <p>All pupils currently have what is required</p>
To ensure there are adaptations to existing facilities for children with	To involve SENCO in design and adaptation in line with advice from Visual	<p>Subject to cost implications and needs of pupils.</p> <p>Termly visit of visual</p>	Pupils fully equipped to access all school activities learning and social.	All adaptations made and checked by visual impairment team and

visual impairment. To ensure necessary resources purchased.	Impairment Advisor. Identify areas for improvement, including PE equipment and funding sources.	impairment advisor and updates made immediately  Requests made yearly to PTA for purchase of resources which will benefit the needs of the children	All necessary resources purchased	health and safety audit  All children have resources they need and new ones in the process of being ordered
To provide access for a wheelchair users or those unable to access the stairs, to the upper floor.	To install a lift	January 2016	Wheelchair users have lift access to the upper floor.	Current pupils in Key Stage 1 but now have access to upper floor

### Making Written Information More Accessible

Targets	Strategies	Timescale	Success Criteria	Progress
To make staff aware of alternative ways for pupils to present class and homework using different technologies.	Raise staff awareness through training and dissemination of information and good practice.  Termly meet with advisory teachers and parents.	Termly check at pupil progress and TLC plus meetings and termly meetings with advisors  Termly check on the portal for training opportunities	Evidence of children using different technologies to present their classwork and homework.  Differentiated tasks from staff according to needs and abilities.	During lesson observations there is evidence of children using differentiated strategies and methods of presentation as well as additional resources to meet needs. This is evidenced in triangulation

				documentation.  All children are accessing homework in ways appropriate to them.
For pupils to have access to resources they can easily read and understand. Particular attention to be paid to providing for those with Visual Impairment.	Purchasing or preparing resources that take the presentation of written information to disabled pupils into account.	Checked daily during lessons and when lessons planned by staff weekly  During long term planning for a topic  When planning for trips or when visitors come to the school	Written information presented in ways to suit the needs of a wider range of disabled pupils.  Technology adjusted to meet the needs of the children	During lesson observations across the school there is evidence of this and it is documented in triangulation.  Advisory teachers have given feedback that children have suitable resources and adjustment to access their learning.
To develop the school's web-based resources so that they are able to be accessed by users who are visually impaired.	Audit visually impaired users of the school to establish the difficulties they experience.  To identify software.  To take advice from Visual Impairment Advisory Teacher.	Discuss with parents at termly learning conferences  Discuss with advisors during termly visits  Discuss with IT team during training	Visually impaired users of the school able to access school's web-based resources.	There are no current reports of children, staff, parents or carers being unable to access the resources suitably.

Plan reviewed by Senior Leadership Team 15<sup>th</sup> September 2016 and progress recorded in each area

