

Accessibility Plan- Autumn 2017- Autumn 2020
Mrs C Poynton- SENCo



	Aspect/ Action	Success Criteria	Lead Person	Timescale	Monitoring
Improving the accessibility to the curriculum	Develop mental wellbeing provision.	-Staff awareness of mental health matters and the impact of mental health on children's access to the curriculum. -Evaluations of the impact of mental health provisions.	SENCo	Summer 2018	-Feedback from staff during staff meetings/Pupil Performance reviews. -Provision Management.
	Ensure pupil and school information is understood by staff and appropriate information is available for cover staff.	-Staff handbooks are being used for reference. -Staff are aware of procedures in school. -Staff are aware of expectations of all children.	Principal, Vice-Principal, SLT	Autumn 2017	-Staff to use their handbooks during planning and staff meetings.
	After-school clubs available to all children.	-All teachers to be responsible for an after-school club during the academic year. -All children across the school to be offered the opportunity to attend after-school clubs.	All teaching staff, overseen by Mr Patel	Summer 2018	-Mr Patel to compile a list of all after-school clubs being offered, ensuring all year groups are covered. -School Council feedback on opportunities around after-school clubs (Miss Webb).
	Develop risk assessments for individual, vulnerable children.	-Individual risk assessments to be written by staff for appropriate activities (e.g. off-site residential) and shared with parents. -Risk assessments to be uploaded onto Evolve	All teaching staff, Office Manager and Site Manager	Autumn 2017	-Risk assessments written, used and accessible on Evolve.
	PEEPs (Personal Emergency Evacuation Plans) developed for individuals	-Individual PEEPs written for vulnerable children	Site Manager	Autumn 2017	-Fire drills

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		-PEEPs being executed during Fire drills -‘Vulnerable’ children, in need of a PEEP, identified			
	Identify target groups with low attendance	-Track low attendance (below 90%) -Identify target groups of children -Explore options to improve attendance	Principal, Rachel Smith, SENCo	Autumn 2017, ongoing	-Monthly tracking of attendance. -Improved attendance for target group
	Autism Spectrum Condition	-Improved staff awareness of ASC. -Development of break out spaces for children with ASC or other needs.	SENCo	Autumn 2018	-Staff feedback -Pupil feedback -Parent feedback
Improving the physical environment of the school	Development of a Nurture Room	-Nurture Room decorated and furnished for intended purpose. -Nurture room accessible to those who need it.	SENCo	Summer 2018	-Staff and pupil feedback -Learning environment walks
	Noise reduction from hall in Year 3 classroom.	-Assess options for the doorway between hall and Year 3.	Site Manager/Business Manager	Summer 2019	-Learning environment walk
	Improve flooring in Year 1, Year 3 and the Hive.	-New flooring to be installed.	Site Manager	Summer 2019	-Learning environment walk

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	Assess access for wheel chairs in Year 1 (Other areas within school assessed as being wheel chair-friendly)	-Assess current doorways in Year 1 for use of wheel chairs and address any re-design issues.	Site Manager/Business Manager	Summer 2018	-Site Manager feedback
	Assess the need for railings within the accessible Reception toilet.	-Railings in Reception accessible toilet.	Site Manager	Summer 2018	-Reception accessible toilet resourced appropriately.
Improving the delivery of Written Information	Lunch choices for children.	-Lunch choices published, in advance, for parents to help their children select meals.	Business Manager/Office Manager	Spring 2018	-Parent feedback -Child feedback -Lunch staff feedback
	Workshops to improve parent Literacy skills	-Increased confidence in parents with literacy skills	Principal/ Business manager	Autumn 2018	-Parent feedback
	Use of coloured paper/books for children showing dyslexic tendencies.	-Increased confidence and attainment in reading and writing.	SENCo	Autumn 2018	-Learning environment walks -Book scrutiny -Data analysis
	Relationships continued to be built with parents who have difficulties with accessing written information.	-Parents increased confidence with asking for school letters to be read to them.	All staff	Summer 2018	-Parent feedback and engagement with school