

Accessibility Plan- Autumn 2021- Autumn 2024  
Mrs C Poynton- SENCo



	Aspect/ Action	Success Criteria	Lead Person	Timescale	Monitoring
Improving the accessibility to the curriculum	Continue to develop mental wellbeing provision. To improve the attainment and participation of pupils with emotional and mental wellbeing difficulties.	<ul style="list-style-type: none"> <li>-Staff awareness of mental health matters and the impact of mental health on children's access to the curriculum.</li> <li>-Evaluations of the impact of mental health provisions.</li> <li>-Emotional wellbeing register updated regularly to identify children and support put in place in a timely manner.</li> <li>-Pupil Progress meetings to identify need and ensure pupils make good progress.</li> <li>-SENCo and wider staff to work alongside parents and agencies to ensure children are getting the correct support for their needs.</li> </ul>	SENCo	On-going	<ul style="list-style-type: none"> <li>-Feedback from staff during staff meetings/Pupil Progress reviews.</li> <li>-Provision Mapping.</li> <li>-Feedback from parents and the children themselves.</li> </ul>
	Ensure pupil and school information is understood by staff and appropriate information is available for cover staff.	<ul style="list-style-type: none"> <li>-Staff handbooks are being used for reference.</li> <li>-Staff are aware of procedures in school.</li> <li>-Staff are aware of expectations of all children.</li> </ul>	Principal, Vice-Principal, SLT	On-going	-Staff to use their handbooks during planning and staff meetings.
	Continue to 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.	All teaching staff, Office Manager and Site Manager, SENCO	On-going	-Risk assessments written, used and accessible on Evolve, or in teacher's class files.

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		<ul style="list-style-type: none"> <li>-Risk assessments to be uploaded onto Evolve</li> <li>-Personalised Risk Assessments for individual children in school, where appropriate.</li> </ul>			
	PEEPs (Personal Emergency Evacuation Plans) developed for individuals	<ul style="list-style-type: none"> <li>-Individual PEEPs written for vulnerable children</li> <li>-PEEPs being executed during Fire drills</li> <li>-‘Vulnerable’ children, in need of a PEEP, identified</li> </ul>	Site Manager and SENCo	On-going	-Fire drills
	Identify target groups with low attendance	<ul style="list-style-type: none"> <li>-Track low attendance (below 90%)</li> <li>-Identify target groups of children</li> <li>-Explore options to improve attendance</li> <li>-Support in place for families</li> </ul>	Principal, Office Manager, SENCo	On-going	<ul style="list-style-type: none"> <li>-Monthly tracking of attendance.</li> <li>-Improved attendance for target group</li> </ul>
	Training for awareness and understanding of SEND needs.	<ul style="list-style-type: none"> <li>-A program for Staff CPD developed, which takes into account a range of SEND needs.</li> <li>-Improved staff awareness of ASC.</li> <li>-Continue to develop break out spaces for children with ASC or other needs.</li> </ul>	SENCo	Summer 2022	<ul style="list-style-type: none"> <li>-Staff feedback</li> <li>-Pupil feedback</li> <li>-Parent feedback</li> </ul>

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	Improve the provision of ICT equipment for pupils with SEND.	-An audit of current use of ICT to support SEND pupils. Increased access of ICT for pupils with SEND -Increased progress through appropriate use of ICT to support learning.	ICT Lead and SENCo	Summer 2023	-Feedback from staff during staff meetings/Pupil Progress reviews. -Data and work scrutiny
Improving the physical	Physical aspect of the buildings/classrooms for the year group they are housing	-Half-termly Health and Safety inspections. -Annually, during the Summer, the classrooms are inspected with the incoming year group in mind and adaptations are made where necessary.	Principal, Site manager, Mike Clenaghan	Ongoing-half termly and annually	-Learning environment walk -Health and safety Audit
Improving the delivery of Written Information	Lunch choices for children.	-Lunch choices published, in advance, for parents to help their children select meals.	Office Manager/Senior cook	On-going	-Parent feedback -Child feedback -Lunch staff feedback
	To continue to monitor that appropriate resources are used in lessons for pupils, e.g. coloured paper/books for children showing dyslexic tendencies, enlarged texts.	-Increased confidence and attainment in reading and writing.	SENCo	On-going	-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	On-going	-Parent feedback and engagement with school