



Accessibility Plan
November 2016- November 2019
 To be reviewed annually. (reviewed September 2018)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence How will I know these actions have had an impact?	Dates (from and to)
		What/How	Lead	Resources		
To ensure emergency safety procedures are in place for all children with additional needs.	E	To review personal evacuation procedures for all children with additional needs.	SENCo AHT CT	Social stories for individuals exit plans in all classrooms and around school	Feedback following evacuation of site (planned & unplanned)	termly
To improve access, progress and participation for children with communication and interaction needs	CEI	To work with staff to ensure consistency of approach using visual timetables across the school.	SENCo	Staff meeting termly	Environmental walk (observe it is happening in setting) Pupil voice Feedback for CAT team Observations	Autumn 2018
		To use the AET standards to audit the provision and identify areas for development.	SENCo	AET standards Autumn		
		To continue the annual AET programme of training (tiers 1-3).	SENCo CAT team	Training opportunities	Staff confidence – are staff more prepared to manage the environment?	Ongoing annually

		To embed / introduce to new staff- Communicate in Print across the school	SENCo	Staff meeting Autumn 2 2018 NQT CPD timetable	Staff confidence / skill level	
To improve access, progress and participation for children with sensory and physical needs	E	To identify rolling programme of LED lighting replacement across EYFS & KS1	Site manager Business manager	New lighting equipment as appropriate.	Observations Pupil voice Staff voice Parent voice	Replacements as and when required
		To identify rolling programme of projector / bulb replacement EYFS/ KS1.	IT manager Business manager	New equipment as appropriate.		
		To identify rolling programme of whiteboard replacement in EYFS / KS1.	IT manager Business manager	New whiteboards as appropriate.		
		To explore feasibility of creation of a sensory / break out space in main building ** area in Pastoral office with soft seating and calm area.	SENCo Business manager Site manager	Autumn 2018		

To improve access, progress and participation for children with cognition and learning needs	CEI	To ensure consistency of approach with Individual Teaching Plan's and continuums across the setting.	SENCo CT/TA's	Online TPT access for all teaching staff	Book scrutiny Planning scrutiny Progress data via TPT	termly
		To develop a system for sharing ITP's with parents/carers.	SENCo CT	3 x year SEND review meetings	Parent attendance of review Feedback	
		To explore the use of the Number & Place Value continuum to identify gaps in learning.	SENCo CT	Staff meeting	Staff confidence Feedback progress	
To improve access, progress and participation for children with social, emotional, mental health needs	CEI	To use Standard 7 Social, emotional, health & wellbeing from Standards for Inclusion to review this area of need and identify action plan.	SENCo Pastoral manager Whole staff	Staff meeting	Standard 7 Action plan following completion	ongoing

****UPDATED annually, shared with governors, shared with staff, school website –

1. Share with SLT
2. Share with staff
3. Share with governors
4. Share with parents via informal meeting when reviewing school offer & also accessibility plan.

“Is there any part of the school your child can not access?”