

Accessibility Plan

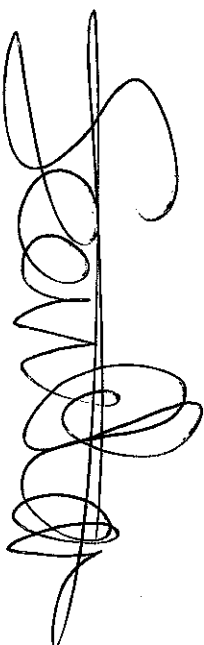
School Name The Orchards Primary Academy

Dates: From June 2017

To June 2020

To be reviewed annually

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with communication and interaction needs	C E I	To develop the use of one page profiles for all children with ASD.	SENCo/ CAT	Time with CAT worker, time to complete & share with staff	Pupil, staff and parent contributions to profiles Pupil voice (conversations with children) Feedback from class teachers and CAT worker Progress/attainment data (Welcomm, Pupil Progress tracker, continuums, National Autistic Society curriculum) Boxall Profile- entry & exit data	Profiles- ongoing (Yr5/6 Sep-April 2018)
		To support staff in the use of AET Tier 1 strategies and monitor effectiveness.	SENCo/ SALT	Time in class & with staff to begin strategies Time for learning walks		
		To explore the possibility of staff training for AET Tier 2/3	HC/ SENCo	Look at budget for possible training for SENCo		
		To embed Welcomm screening and follow up teaching.	SENCo/ SALT SENCo/ SALT	Time for SALT to lase with staff & advise. Time for staff to complete		



		To introduce Lego workshops for children with communication difficulties.	SENCO	Purchase small lego kits Time to set up and carry out		
To improve access, progress and participation for children with sensory and physical needs	E I	To explore staff training (EYFS) in Makaton.	SENCo/ SLT/CP	Look into budget and possible training	Environment walk/audit completed annually to check site for highlighted steps and evidence of replacing lights procedure (Site Manager)	
		To ensure relevant staff are trained in the use of the EVAC chair and review annually.	SENCo/ HC	Training recommended by PDSS		EVAC chair training to be complete d asap
		To update the highlighting of all external steps and review annually.	Site Manager	Cost of paint and labour		to be complete d asap
		To review and clarify TA job descriptions re: health and personal/intimate care and Intimate Care Policy.	DM HC	Time to complete job descriptions and review policy		Other actions-ongoing
		To explore the procedures for updating existing lighting in classrooms/corridors/ KS1 hall (EYFS/KS1).	Site Manager	Cost of replacing bulbs or replacing existing lighting (and labour).		
To explore the possibility of replacing the slatted blinds with roller blinds (EYFS/KS1).	Site Manager/ Head	Cost of replacement and labour				

To improve access, progress and participation for children with cognition and learning needs	C E I	To develop a plan for raising staff awareness and confidence in a range of activities to improve Quality First Teaching	SENCo EP & PSS SALT	CPD to be arranged & delivered by SENCo & outside agencies, where appropriate	Evaluation of CPD delivered for teachers/TAs	Staff files introduced
		To introduce additional interventions: Sandwell Numeracy, Fresh Start, Nurture Groups & Mindfulness	SENCo	SENCo to discuss/observe implementing interventions through visiting other ECMat schools	Staff SEND files to include Language and Literacy Toolkit resources (matched to continuums)	Minutes from fortnightly support staff meetings
To improve access, progress and participation for children with social, emotional, mental health needs	C E I	To use standard 7 of the standards for inclusion as an audit tool with a view to developing an action plan.	SENCo	Staffing implications to complete interventions/SENCo time to liaise with staff	Progress/attainment data (Pupil Progress meetings, O track or new tracker, continuums, Individual Education Plans)	All actions-ongoing
		To identify staff to attend Nurture training and develop a plan for implementation.	SENCo/ SLT	Nurture training	Entry and exit data from named evidence based interventions	Time allocated for training and training completed

		To identify staff to attend Mindfulness training and develop a plan for implementation.	SENCo	Mindfulness training	Progress/attainment data Pupil Progress meetings Boxall Profile- entry & exit data	Calm spaces- by end of July 2018
		To train staff to use the Boxall profile to identify children with social & emotional needs and provide targeted support.	SENCo	Boxall Profile training	Re-introduction of Circle Time (Unicef principles?) Emotion wall in classrooms Sensory Area in Learning Hub and KS1	All other actions- ongoing
		To develop a plan for a whole school approach to SEMH and well-being.	SLT/ SENCo	Time to research schemes, strategies and explore possible budget Appropriate training		
		To create a calm space for children with sensory needs.	SENCo	Budget to purchase light strips, bubble lamp, cushions, throws, sensory fiddle toys/aids		
		To review procedures for ensuring inclusion on trips and extra-curricular activities.	SLT/ SENCo	Time to review and make staff clear of expectations	Risk assessments Review of relevant policies	Begin Sep 2017

This plan is a suggested format only and can be adapted to suit individual school circumstances.