



ACCESSIBILITY PLAN 2018-2021

TO IMPROVE ACCESS TO THE CURRIULUM BY:

Target	Action/roles	Resources	Time	Outcome/Success Criteria
<ul style="list-style-type: none"> continuing to develop staff knowledge of different teaching and learning styles and strategies to support children with complex needs. 	<p>To ensure staff have access to necessary training to ensure that all children have access to a high quality differentiated curriculum. eg TEACCH,</p>	<p>Planned release time for staff and in-house training as and when necessary</p>	<p>On-going</p>	<p>All staff have an increased awareness and knowledge of the different learning styles - visual, auditory and kinaesthetic (VAK) and can use strategies which have an impact on children's learning.</p>
<ul style="list-style-type: none"> ensuring that children know what they have to do to succeed and giving children high quality oral and/or written feedback to ensure that they know what they have to do to improve their work. children to be involved in planning their next steps in learning through pre-planning of topics and units of work. 	<p>Implement use of 'Writing Bookamrks' to support children in self-assessment.</p> <p>Implement 'Butterfly Words' and continue the use of 'Ladybird Words' to support the children's learning of high frequency words.</p> <p>Monitor the use of high quality feedback using developmental marking through book scrutiny.</p>	<p>Writing Bookmarks Butterfly Words Ladybird words Monitoring time</p>	<p>Staff meeting Classroom observations.</p>	<p>Children are clear about what they have to do to improve their work and attainment rises. Children are clear about their next steps in learning</p>
<ul style="list-style-type: none"> early identification of children requiring small group/individual teaching 	<p>HT/SENCo/staff to identify children who, from assessment data and teacher information require access to some small group teaching.</p>	<p>TA support - ELS/maths/BRP/ELKAN/ ELSA? Draw & Talk / other intervention programmes</p> <p>Reading Recovery</p>	<p>Timetabled individual/small group work</p>	<p>Access to individual/small group work will impact upon children's attainment. Children will be more confident and have raised self- esteem. ICT will be accessible to support ways of recording work for all children</p>
<ul style="list-style-type: none"> remove barriers for learning 	<p>Use of assessment and tracking to identify children who have barriers to learning such as sensory and processing difficulties; visual & hearing impairment; ASD</p> <p>Strategies of support and intervention are planned for as appropriate with SENCo support</p>	<p>Wobble cushions, writing slopes, fiddle toys, ear defenders, sensory toys, workstations, visual personalised timetables, tasks boards, now and then board etc</p>	<p>On- going</p>	<p>Identified children will be able to access the curriculum and achieve their targets.</p>
<ul style="list-style-type: none"> further reducing the barriers to learning by ensuring that there is adequate and appropriate computing technology. 	<p>SENCo to contact Physical and Sensory Support Service to provide appropriate adaptations for those with disability.</p> <p>Computer Room and ICT Technician available for parents to use if they need help or have no access at home.</p> <p>Dog in training (summer 2018) to become a reading dog to support children that find reading out loud difficult</p>	<p>Laptops and i-pads Clicker</p>	<p>As appropriate and when needed.</p>	<p>Adequate ICT resources to aid inclusion and access to the curriculum.</p> <p>Those parents without computer access will be able to support their children.</p>

<ul style="list-style-type: none"> using a variety of communication methods 	<p>All children use Makaton to say 'Good Morning' and Makaton used in the classroom as and when appropriate.</p> <p>Symbol supported writing used in the SNSC.</p> <p>Visuals to support verbal instructions when necessary.</p>	<p>In-house training. Nicki White</p>	<p>As and when needed</p>	<p>More children and staff able to communicate with children using signing.</p> <p>SNSC staff able to use symbol supported writing.</p>
<ul style="list-style-type: none"> using a visual timetable consistently throughout the school. 	<p>All children that need an individual timetable are identified. Each classroom displays a visual timetable with photographs and/or computer images using a mixture of symbols and words.</p>	<p>SENCo to ensure that resources are provided and being used.</p>	<p>On-going</p>	<p>All children will be clear about what they are going to do during the day. Visual timetables are consistently used</p>
<ul style="list-style-type: none"> further developing a Growth Mindset Culture. 	<p>All staff to model the language of Growth Mindset and encourage the children to do the same. Mistakes are highlighted as a learning experience.</p>	<p>Growth Mindset posters to be displayed in classrooms. Growth Mindset booklet with examples of language that can be used to be distributed to all staff. Parents Growth Mindset</p>	<p>On-going</p>	<p>All staff and children will have the mindset that through hard work and practise they can improve in any aspect of their life and learning. Children can verbalise how they can learning from a mistake</p>

IMPROVE ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Action/roles	Resources	Time	Outcome/Success Criteria
<p>To improve access to the physical environment by:</p> <ul style="list-style-type: none"> considering the arrangements of furniture in the classrooms and circulation areas. ensuring that all areas of the building are easily accessible for everyone and there continues to be wheelchair access to all buildings. 	<p>Audit of any difficulties in each class and circulation areas by staff HT and SENCo</p> <p>Regular monitoring of the site to ensure access to all areas to be included into the governor termly H&S check</p>	<p>Teachers planning layout of their classroom</p> <p>SBM</p> <p>Governors</p>	<p>Ongoing</p>	<p>Physical accessibility for pupils increased and maintained.</p> <p>Physical accessibility for all stakeholders increased and maintained.</p>
<ul style="list-style-type: none"> ensuring that there are enough wellies and wet weather gear for children so that outside learning can take place as planned. 	<p>Forest School Leader to regularly audit so additional resources can be provided if needed.</p>	<p>Resources to be purchased when necessary</p>	<p>Ongoing</p>	<p>Children able to access outside learning at all times.</p>
<ul style="list-style-type: none"> ensuring that the Sensory Room is timetabled and used across the school to support the delivery of high quality lessons. 	<p>Training to be organised as required.</p> <p>Headteacher / SENCO to monitor carefully the impact of these facilities.</p>	<p>KP to deliver training so staff can use the sensory room computer.</p>	<p>Ongoing</p>	<p>Sensory experiences will benefit all children by contributing to raising attainment and in addition for SNSC children, can meet the needs of the children with sensory impairment.</p>

