

Appendix B Accessibility Strategy 17-18

Pupil participation in the school curriculum.	Targets	Strategies	Timeframe	How will we know if the goals are achieved?
<p><b>Short term</b></p>	<ul style="list-style-type: none"> <li>○ To continue to review provision and implement changes in relation to the new Code of Practice (2014)</li> </ul>	<p>SENCO / Head teacher</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>○ Whole staff INSET ongoing.</li> <li>○ Subject coordinators monitor differentiation.</li> <li>○ Regular liaison between SENCO, class teacher and Teacher assistants.</li> <li>○ Consultation with preschools, parents and external agencies prior to entry for new pupils.</li> <li>○ Risk assessment forms kept in central location.</li> <li>○ End of year liaison meeting with teachers annual records are passed to new teacher.</li> <li>○ Regular contact and meetings with outside agencies, arranging meetings with parents where appropriate.</li> <li>○ Individual review meetings arranged with parents of children with SEN to discuss and clarify provision in light of the new Code of Practice and Devon guidance.</li> <li>○ Information on the provision maps shared with parents during termly consultations.</li> </ul>
	<ul style="list-style-type: none"> <li>○ To continue to hold Reviews and TAC meetings for our high needs children in order to set up the relevant documentation to highlight areas of need.</li> </ul>	<p>SENCO and class teachers</p>	<p>Ongoing</p>	
	<ul style="list-style-type: none"> <li>○ To input information on the new Devon joint agencies Devon information sharing system of “Right For Children” where necessary. Information on each child will be stored centrally but securely. Senco to attend a training session Aut 17.</li> </ul>	<p>SENCO to manage this process.</p>	<p>Ongoing</p>	
	<ul style="list-style-type: none"> <li>○ Detailed Provision Maps made every term for each class to ensure individual child’s interventions are all listed, monitored</li> </ul>	<p>SENCO/Class teacher</p>	<p>Ongoing</p>	

	<p>and evaluated .Maps are constantly updated as needs arise on the school server.</p> <ul style="list-style-type: none"> <li>○</li> <li>To continue to work with the Educational Psychologist and other outside agencies as relevant, on strategies to improve access to the curriculum for SEND children.</li> <li>○ To continue to safeguard and protect all children and promote their well-being.</li> <li>○ To ensure that all staff are fully aware of how to provide an inclusive curriculum to meet the needs of all children in their class.</li> <li>○ Resources provided according to individual need to enable participation</li> <li>○ Risk Assessments prior to educational visits and increased participation facilitated</li> </ul>	<p>SENCO liaises with outside professionals to improve outcomes for children with SEND.</p> <p>Headteacher/all staff. To ensure safeguarding procedures are second to none</p> <p>Staff training-Inclusive curriculum. Evidence of Quality First Teaching.</p> <p>Whole staff Inset in areas of SEND and Disability</p> <p>Class teacher responsibility TA support</p> <p>Class teacher writes assessment</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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	<ul style="list-style-type: none"><li>○ Continuity of approach-increasing participation</li></ul>	TA specific training to support individuals. Liaison and annual records to the next teacher.		
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<p><b>Medium term</b></p>	<ul style="list-style-type: none"> <li>○ Forward planning by subject Coordinators to enable equality of opportunity.</li> <li>○ To ensure pupils with SEND are facilitated to reach their full potential.</li> <li>○ To evaluate interventions currently in use to help close the gaps in progress,</li> <li>○ SENCO to meet SEND governor on a termly basis for an update on SEND issues.</li> <li>○ To continue to train staff and governors fully in 'Safeguarding children and Child Protection' in line with latest legal requirements.</li> <li>○ To ensure the mental well-being of all children.</li> </ul>	<p>Development and resourcing as part of SIP</p> <p>Monitoring of SEND outcomes through Pupil Tracker.</p> <p>SENCO to organise training in new interventions and monitor the effectiveness of current interventions.</p> <p>SENCO/SEND governor liaise closely to monitor the SEND provision in school.</p> <p>All staff, governors and parental helpers (wherever possible) to receive Child Protection training</p> <p>School continue to use Thrive type techniques by trained staff. Mindfulness Practitioner to work in school from Sept 17 training TA in Mindfulness techniques. Early help 4 Mental Health team to work and support staff to manage behaviour issues as they arise.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Child protection training every 2 years for all staff and governors. Next due April 2018.</p> <p>Ongoing from Sept 16</p>	<p>Teaching Staff committed to taking ownership of their class Provision Map each term liaising closely with the SENCO. Intervention training and implementation in place monitored by SENCO especially for new members of staff. A cycle of meetings planned through the year to review Statements (EHC Plans) annually and individual TAF and My plans . Request additional funding from High Needs block as necessary. Staff confident in current procedures of safeguarding children.</p> <p>Children with emotional issues are identified and supported through the delivery of THRIVE type techniques, Mindfulness techniques. Staff supported in the delivery of SEMH education from in house training and supervision sessions from the Early Help 4 Mental Health Team.</p>
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<b>Long Term</b>	<ul style="list-style-type: none"> <li>○ Monitoring and evaluation of Accessibility Plan.</li> <li>○ To complete SEND and Safeguarding Audit annually.</li> <li>○ To continue to offer CPD opportunities in SEND to Senco and staff.</li> </ul>	<p>Annual evaluation of financial allocation, and support, together with outcomes of action taken, by HT reporting to SEND Governors.</p> <p>SENCO /HT</p> <p>SENCO attend conferences, training and all local LC SENCO meetings to increase skills and knowledge in this area. All staff offered opportunities for CPD in this area.</p>	<p>Ongoing</p> <p>Ongoing annually</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>○ Head teacher reports SEND issues to governing body.</li> <li>○ SENCO becomes more confident in the delivery of SEND within the school and beyond</li> </ul> <p><b>Further Action:</b></p> <ul style="list-style-type: none"> <li>○</li> <li>○ Accessibility plan needs to be updated and placed on the school web site under SEND.</li> </ul>
<b>Improving the Physical Environment of School</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>How will we know if the goals are achieved?</b>
<b>Short term</b>	<ul style="list-style-type: none"> <li>○ To continue to ensure that all members of the school community understand the Disability Discrimination Act in its application to schools:</li> <li>○ To continue to safeguard and protect all disabled children and promote their well-being.</li> <li>○ To continue to review provision in relation to the new Code of Practice (2014) &amp; changes in provision and processes in Devon.</li> <li>○ Improve staff awareness of</li> </ul>	<p>Newsletter, Governing Body Agenda item, Staff meeting item</p> <p>Ensure the security and health &amp; safety procedures within the school and grounds are second to none.</p> <p>SENCO/HT/Governors review provision in light of the new COP.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>○ Chair of resources committee reports to governors at AGM on hazards and accessibility to school environment.</li> <li>○ Liaison with school advisory service for physical disabilities and other external agencies by SENCO.</li> </ul> <p><b>Further Action:</b></p> <ul style="list-style-type: none"> <li>○ All staff need to be updated annually on the implications of the Disability Discrimination Act</li> </ul>

	<p>hazards, and Sites &amp; Building Committee awareness in forward planning</p> <ul style="list-style-type: none"> <li>○ To ensure all relevant staff have training in using specialised equipment, relevant medical procedures, and manual handling.</li> </ul>	<p>Staff made aware of hazards</p> <p>Appropriate training available within staff development CPD.</p> <p>PIPS training for whole staff in Sept 16.</p> <p>Ensure all personal risk assessments are in place and checked annually.</p> <p>Ensure First Aid Training on the staff team is up to date.</p>	<p>Ongoing</p> <p>Ongoing</p>	
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<p><b>Medium term</b></p>	<p>Internal Improvements to the site to accommodate all pupils</p> <ul style="list-style-type: none"> <li>○ Develop ourselves further as a Forest School.</li> </ul> <p>Continue to enhance the outside provision for pupils in the Early Years.</p>	<p>Embed Forest School work at KS1 and lower KS2.</p> <p>Resource and organise the playground to allow for a designated EYFS area.</p>	<p>Early Years space created with the new design of playground summer 16. Early years area to be completed during the Autumn term 17.</p>	<p>Early years make good use of the creative play area created in the playground. Opportunities provided for language enriched experiences</p>
<p><b>Long term</b></p>	<ul style="list-style-type: none"> <li>○ Ensure in all future building improvement and development that access for disabled and SEND pupils is planned in at the outset, where reasonable and practical due to the nature of our uneven site.</li> <li>○ External improvements to the site to accommodate needs of all pupils, where reasonable and practical.</li> </ul>		<p>Ongoing</p>	<p>New playground area is a safe and secure environment for all children to play in and is accessible to all pupils.</p>
<p><a href="#">Improving the Delivery of Information to SEN and Disabled Pupils</a></p>	<p><b>Targets</b></p>	<p><b>Strategies</b></p>	<p><b>Timescale</b></p>	<p>How will we know if the goals are achieved?</p>
<p><b>Short term</b></p>	<ul style="list-style-type: none"> <li>○ To ensure that all members of the school community are aware of the need to identify and allow for pupils who need information provided in alternative formats.</li> <li>○</li> </ul>	<p>Newsletter, Governing Body agenda item Staff meeting item Disability Equality Scheme</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>○ Governing body agendas and minutes displayed on website</li> <li>○ Increased use of visual resources in classrooms including communication in print symbols.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Improving curriculum differentiation so information is presented visually for those who need it.</li> <li>○</li> <li>○ Consultation with Parents / Carers and specialist outside agencies regarding needs prior to enrolment</li> <li>○ To continue to work with Educational Psychology Service and a variety of service providers to facilitate swift and easy referral to support for all children in need.</li> </ul>	<p>Identifying current pupils and their needs in order to set future targets Signs and texts for pupils enlarged, visual symbols, talking programs, special keyboards etc. Produce Prospectus, Home/School agreement, Newsletters etc. as appropriate</p> <p>SENCO establishes good links with outside providers to improve the delivery of information to SEND pupils and their parents.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>○ Particular staff have links with preschool &amp; secondary transitions and liaise with parents, settings and external agencies about communication needs.</li> <li>○ Staff trained on alternative methods of communication, where necessary.</li> <li>○ All classes have visual time tables where appropriate</li> </ul> <p><b>Further Action:</b> Prospectus needs to be available in different formats on website. For example requesting a transcript in alternative language, larger font or auditory format, according to need. Agendas for staff meetings and governor meetings need to be available and refer to aspects of accessibility plan.</p>
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<p><b>Medium term</b></p>	<ul style="list-style-type: none"> <li>○ Cascade training for all staff team on meeting the needs of individual pupils</li> <li>○ To make use of the latest technology available within the school resources,</li> <li>○ To make more effective use of School Pupil Tracker online</li> </ul>	<p>CPD Staff training allocation</p> <p>SENCO uses SPT more effectively to monitor the progress of children with SEN.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>○ SENCO has record of training and cascades information to staff on a needs led basis.</li> <li>○ SENCO and TAS to continue to attend relevant training.</li> </ul> <p><b>Further Action:</b></p> <ul style="list-style-type: none"> <li>○ Parent / child evaluations relating to the way school provides information and resources for SEND pupils through surveys</li> </ul>
<p><b>Long term</b></p>	<p>To continue to develop the role of ICT in providing alternative presentation of information, keeping updated on appropriate software.</p>	<p>Advice from ICT and SEN Advisory Teachers SENCO to work with ICT Subject Leader to achieve this.</p>	<p>Ongoing</p>	<p>The role of ICT is seen to play a significant role in the effective delivery of SEND.</p>