

Appendix B Accessibility Strategy 20-21

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> <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> <li>○ NB</li> <li>○ Some of these will be done virtually due to Covid 19</li> <li>○</li> <li>○ To input information on the 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 more training virtually.</li> </ul>	<p>SENCO / Head teacher</p> <p>SENCO and class teachers</p> <p>SENCO to manage this process.</p> <p>SENCO/Class teacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</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 SEND to discuss and clarify provision in light of the 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>○ Detailed Provision Maps made every term for each class to ensure individual child's interventions are all listed, monitored and evaluated .Maps are constantly updated as needs arise on the school server.</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> </ul>	<p>SENCO liaises with outside professionals to improve outcomes for children with SEND.</p> <p>Head teacher/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 CAPs training for children and staff.</p> <p>Class teacher responsibility TA support</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
--	--	---	--	--

	<p>Resources provided according to individual need to enable participation</p> <ul style="list-style-type: none"><li>○ Risk Assessments prior to educational visits and increased participation facilitated RAs need to be reviewed after Lockdown.</li><li>○ Continuity of approach-increasing participation</li></ul>	<p>Class teacher writes assessment</p> <p>TA specific training to support individuals. Liaison and annual records to the next teacher.</p>		
--	---	--	--	--

<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 and Covid guideline 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. New SEMH staff to be trained in MH techniques to include Mindfulness, and nurture group training. Designated Nurture area set up in school to use during the delivery of SEMH education. Staff to access Boxall Profile</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 2020.</p> <p>Ongoing .</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.</p> <p>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 and Mindfulness techniques.</p> <p>Staff supported in the delivery of SEMH education from in house training</p>
---------------------------	---	--	--	---

		<p>training to improve SEMH assessments.</p> <p>Staff to receive Mindfulness training over 10 hourly sessions throughout the year to work and support staff to manage behaviour and MH issues as they arise.</p> <p>Children to receive some MH support sessions from Heads Up MH awareness during the Autumn term</p>		<p>delivered by the EH4 MH team and Open Minds.</p> <p>Children monitored more effectively for SEMH education.</p> <p>Children to receive support to manage their own MH from outside agencies.</p>
--	--	--	--	---

<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 offered by Devon and local area hubs to increase skills and knowledge in this area. All staff offered opportunities for CPD in this area. <b>NB Due to Covid this will mostly be virtual</b></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>○ 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>Epipen training for whole staff</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>	
--	---	--	-------------------------------	--

<b>Medium term</b>	<p>Internal Improvements to the site to accommodate all pupils</p> <p>Develop ourselves further as a Forest School.</p> <p>Continue to enhance the outside provision for pupils in the Early Years.</p>	<p>Continue to embed Forest School work in all Key stages</p> <p>Continue to resource and organise the playground to allow for a designated EYFS area.</p>	<p>Early Years space now created in the Upper playground with plans for added features.</p>	<p>Early years make good use of the creative play area created in the playground. Opportunities provided for language enriched experiences</p>
<b>Long term</b>	<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>		Ongoing	<p>New playground area is a safe and secure environment for all children to play in and is accessible to all pupils.</p>
<b>Improving the Delivery of Information to SEN and Disabled Pupils</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	How will we know if the goals are achieved?
<b>Short term</b>	<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> </ul>	<p>Newsletter, Governing Body agenda item Staff meeting item Disability Equality Scheme</p>	Ongoing	<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>○ Consultation with Parents / Carers and specialist outside agencies regarding needs prior to enrolment</li> </ul> <p>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.</p>	<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>
--	--	---	----------------	---

<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 continue to make use of the new pupil tracker system in place from Sep 19.</li> </ul>	<p>CPD Staff training allocation</p> <p>SENCO uses new pupil tracker system 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 SEND 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>