

ACCESSIBILITY PLAN: Autumn 2021-Autumn 2025

Targets	Strategies	Outcome	Time Frame	Success
To ensure pupils with disabilities have full access to the curriculum	Involve outside agencies to support and advise on the needs of children with physical or any other form of disability, eg. Ensure that children with physical needs have appropriate access to toilet facilities, PE and music lessons	Pupils are well supported and able to participate in all areas of the curriculum with appropriate adaptations and differentiation	On going as children attend our school	Increased access to the curriculum for all.
To help pupils with social skills needs through various small group activities	Under the direction of our Emotional Well-Being Mentor use a range of interventions to support this e.g. Time to talk, Lego Therapy, quiet area in the playground, quiet classroom for lunchtime play, Drawing and Talking, My Time	Children feel safer and calmer. They have learned skills to communicate with others and express their feelings.	On going, identify children who would benefit and create small groups as necessary.	Children are more confident and well integrated
To provide resources which support children in accessing the curriculum and achieving their potential	Purchase appropriate resources to enable children to access the curriculum and attain their full potential e.g. sloping desks, pencil grips, support cushions, sensory box,	Children have resources and staff know how best to use them.	On going as needs arise	We have a range of resources to meet the needs of children with physical and social and emotional needs

	fiddle aids, wobbly stools, standing desk			
To continue to offer a programme of training for our TAs especially in the area of SEN	Use DSPL, NHPSS and Nessie to provide training in various areas – including social and emotional. Ensuring TAs take part in the SEN progress meetings with their class teacher	TAs confidently support pupils and pupils are able to participate in all areas of the curriculum with appropriate adaptations and differentiation	On going as needs arise	TAs have relevant training on areas of SEND and can better support pupils.
To liaise with outside agencies and advisory services	To monitor the needs of pupils and access the appropriate outside help and advice when needed	Staff feel supported and are well informed about how best to support children and where to go for help.	On going	A strong collaboration exists between the school and outside agencies
To CPOMs and Sims to record relevant incidents or support from agencies to ensure a record is kept – which will support planning to meet need and formal assessment process	CPOMs licence purchased and staff trained. Some dedicated office time is given to keeping SEN records upto date	SENCo/SLT can access records and use this as appropriate	On going	Records are easily accessible to ensure that accurate information is available to enable analysis of provision and identification of next steps.
To develop signage around the school to make it more accessible to all	Identification signs and use of Print and Symbols to enhance these signs where necessary	All parents and children can understand the signage in school	On going	Signs are supported with symbols where appropriate.