

ACCESSIBILITY PLAN: Spring 24- Spring 26

Targets	Strategies	Outcome	Time Frame	Success
To ensure pupils with disabilities have full access to the curriculum	Involve outside agencies to support and advise staff 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, wobble stools, standing desk			
To continue to offer a programme of training for our staff, especially in the area of SEN- with an increasing focus on Emotional needs, and Emotionally Based School Avoidance	Use DSPL, NHPSS and Nessie to provide training in various areas – including social and emotional. Ensuring teachers and TAs take part in the SEN progress meetings with their class teacher	Staff 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	Staff have relevant training on areas of SEND and can better support pupils.
To develop the work of the MHST and our school based ELSA to help support children and families with emotional and mental health issues	These roles are new to school Sept 23 and so the roles need to be developed in order to ensure it is used as effectively as possible in supporting children.	The children supported by these two workers is effective and staff are aware of when and how to refer	On going	Children and families are supported and children are more able to access learning and make progress.
To support groups of children to increase their spoken vocabulary to help them better access the curriculum.	Pre-learning sessions in class and additional work around understanding and using the vocabulary appropriately	All class teams	Ongoing from 2023	Selected children are more able to access the curriculum and understand and use appropriate vocabulary.
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	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.

and formal assessment process				
To develop the use of visuals around the school.	Every class to have a visual timetable, use of visuals on lanyards, additional visuals on school signs for extra information where necessary.	All children are supported to understand the order of the day and some simple instructions and signs	On going	Use of visuals throughout the school at the appropriate level.