

Accessibility Plan 2019

Key area for development	Target Strategies	By Whom	By When	Desired outcome
<p>Pupil achievement</p>	<p>Monitoring of SEND pupils' achievement in:</p> <ul style="list-style-type: none"> - Summative Assessments - IEP reviews - Annual Reviews 	<p>Head Teacher, Deputy Head, Senco, Class Teachers</p>	<p>Ongoing</p>	<p>Pupils with SEND achieve their full potential.</p>
	<p>Ensure parents & staff of SEND pupils are informed of adjustments made via meetings or IEP reviews</p>	<p>Senco</p>	<p>When adjustments are to be made</p>	<p>Intervention strategies put in place. Remedial actions are taken. Effective communication. Parent/Carer involvement.</p>
	<p>Ensure that all staff working with SEND children are provided with training to understand the nature of the disability/difficulty, what strategies help the child to learn, and how to differentiate the curriculum.</p>	<p>Senco</p>	<p>Ongoing and when new children join nursery; when new staff members take responsibility for the child</p>	<p>All staff work appropriately and effectively with individual children.</p>
	<p>Involve external professionals in identifying, assessing, and advising on individual needs: Outreach teams, specialist NHS professionals, Educational Psychology, Behaviour Support team.</p>	<p>Senco</p>	<p>Ongoing</p>	<p>All children with SEND can access educational experiences tailored to their individual developmental need.</p>

<p>Disability in the Curriculum</p>	<p>Ensure that children experience positive role models of people with disabilities. Include where possible, stories and resources featuring people with disabilities appropriate for correct key stage</p>	<p>Class Teachers, Early Years Educators, TA's, Learning Support Assistants.</p>	<p>Ongoing</p>	<p>Children begin to develop positive perceptions of disability as part of the school's active role in developing empathy and tolerance.</p> <p>Difference is viewed as a positive attribute.</p>
<p>Equality in Teaching & Learning</p>	<p>Ensure appropriate differentiation in teaching activities via monitoring observations of all individual staff members.</p> <p>Delivery of targets monitored and evaluated via SEN meetings, Adult Engagement observations of SEND support staff, and IEP reviews.</p> <p>Ensure all children with SEND access curricular activities such as school trips, school clubs etc</p>	<p>Class Teachers, Early Years Educators, TAs, Learning Support Assistants</p> <p>Senco, Class Teachers, Early Years Educators, TAs, Learning Support Assistants</p> <p>Class Teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Differentiated provision in place.</p> <p>Increase in SEND, SLCN and EAL pupils' attainment.</p> <p>No child with SEND is excluded from accessing extracurricular activity.</p>
<p>Removing Barriers</p>	<p>Ensure accessibility has been considered with regard to any building improvements or changes.</p> <p>Ensure that all children with a disability can be safely evacuated by putting procedures in Health Care Plan.</p>	<p>Head Teacher, Deputy Head</p> <p>Senco, Class Teachers, Early Years Educators, TAs, Learning Support Assistants</p>	<p>Ongoing, as required</p> <p>Ongoing, as required</p>	<p>School environment remains accessible to those with disabilities.</p> <p>All children can be safely evacuated in the event of a fire.</p>

	<p>Ensure medical and mobility aids are available to those who need them.</p> <p>Class rooms are organised so that they promote the participation and independence of all pupils, eg wheelchair users.</p>	<p>Senco, Medical lead</p> <p>Senco, Class Teachers, Early Years Educators, TAs, Learning Support Assistants</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>All children are able to move within the school with as much independence/dignity as possible.</p> <p>All children can access teaching resources and all general amenities, throughout the setting.</p>
<p>Community Use</p>	<p>Annual questionnaire to parents and users to identify disability needs of themselves and children.</p> <p>Provide information/ reports in alternative formats (eg Braille/Audio/Sign Language) if required.</p> <p>Make available school prospectus, school newsletters and other information for parents in alternative formats.</p>	<p>Head Teacher, Senco, Class Teachers</p> <p>Senco</p> <p>All Staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>School is more aware of the opinions of parents and acts on this.</p> <p>Individual needs of all users are planned for and met.</p> <p>Inclusion is enhanced.</p> <p>All school information available for all. School information published on school website and updated regularly.</p> <p>Review all current school publications and promote the availability in different formats for those that require it.</p>

<p>Harassment & Bullying</p>	<p>Discourage and act on harassment or bullying of disabled people.</p>	<p>Governors, Head, Senior Leadership Team, All staff</p>	<p>Ongoing</p>	<p>Respect and understanding is evident towards disabled people across all areas of the school community.</p>
<p>Disabled Staff</p>	<p>Workforce will complete annual disability questionnaire to bring individual needs to notice of SMT</p> <p>Adjustments will be made as necessary to allow staff with disabilities to pursue employment in line with H&F guidelines.</p> <p>All job applicants will be treated equally.</p> <p>To keep confidential records of staff disclosures regarding Disability.</p>	<p>Head, Senco, Class Teachers</p> <p>Governors, Head</p> <p>Head Teacher, Deputy Head, Senior Leadership Team</p> <p>Head Teacher, Deputy Head, Senior Leadership Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Individual disability needs are met within the Centre, enabling staff to fulfil their duties.</p> <p>Accurate and confidential records allow adjustments to be made and opportunity within the application process.</p> <p>Applicants are invited to interview based on their skills and experience.</p> <p>Confidentiality of disability needs is maintained.</p>

Medical and Personal Needs	Ensure that Health Care Plans are in place and accessible to all who require access.	SENCO, Medical Lead Senior Leadership Team	Ongoing	Disabled children and Parents / Carers are confident that their health and safety needs are being met.
	Ensure the dignity of all children for whom intimate care is necessary.	Class Teachers, Early Years Educators, TAs, Learning Support Assistants.	Ongoing	All involved in care procedures or administration of medication feels comfortable.
Governance	The school will welcome disabled representation on the Governing body.	Governors	Ongoing	DES evaluation and priorities for development are shared with Governors.