

Accessibility Plan

Yenton Primary School

Dates from December 2016-December 2019

Target	Strategies	Action/Evidence	Responsibility	Timescale
To improve access, progress and participation for children with communication and interaction needs.	<ul style="list-style-type: none"> • Purchase a range of writing tools as required. • Consider alternative communication systems. • Use of interactive ICT equipment. • Provide suitably enlarged, clear print for anyone with a visual impairment. 	<p>Talk for Writing has just been introduced to the whole school. SALT every Thursday. Intervention groups e.g. Language Land Clever Touch (Currently installed in two classrooms) enabling children to write on screen using their finger. IPads purchased with specific APPs downloaded and used.</p>	<p>English Coordinator (VN) Speech and language Therapist. SENDCo / Class Teachers IT manager(PP)</p>	<p>January 2017</p> <p>Weekly</p> <p>Ongoing 2018/2019</p>
	<ul style="list-style-type: none"> • Ensure teaching is appropriate to all learners. 	<p>Continuous identification of pupils who may need additional to or different provision- QFT. Regular learning walks, book trawls, planning on system.</p>	<p>All teachers/ SENDCo</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> • Maintain close liaison with outside agencies. 	<p>Regular meetings with PSS, CAT Team, CAHMS, EP's, SALT.</p>	<p>SENDCo</p>	<p>Ongoing</p>

	<ul style="list-style-type: none"> • Consult with other schools for good practice. • Look at having certain written information converted into alternative formats. • Review current school publications and promote the availability in different formats when specifically requested. 	<p>Close links with Robin Hood- and other schools maintained.</p> <p>Visual timetables/ widgets in all classrooms.</p> <p>Regular Newsletters, Texts, Twitter.</p>	<p>All staff</p> <p>Teachers/TA's</p> <p>All staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>To improve access, progress and participation for children with sensory and physical needs.</p>	<ul style="list-style-type: none"> • Provide a quiet area for children in each classroom. • Provide, as needed, a sensory area for children with specific ASD needs. • Purchase/use more fiddle toys where appropriate. • Purchase more easy-grip pens. • Ensure visual timetable is available in all classrooms. • Provide access in and around school for wheel chair users. • Ensure training programmes are delivered to advise and train SENCo's, Teachers and TAs. 	<p>Certain classrooms, where appropriate, have this facility. Explore the possibility of developing a sensory/withdrawal/safe space in a key area.</p> <p>Most children have been identified and now have a fiddle toy.</p> <p>Have been purchased and allocated.</p> <p>Most classrooms now have this- QFT.</p> <p>Use of lift for movement to upstairs.</p> <p>Training given to staff from Out-Reach, CAT.</p> <p>Deputy SENCo is doing her National SENCo Award.</p>	<p>Class teachers/ SENDCo</p> <p>SENDCo</p> <p>Class teachers/ SENDCo</p> <p>SENDCo</p> <p>SENDCo</p> <p>Ongoing- all staff</p> <p>Leanne Carn</p>	<p>Ongoing</p> <p>2017/2018</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2016/2017</p>

	<ul style="list-style-type: none"> Promote positive images of disability in and around school. Ensure that there is a variety of multi-sensory activities evident in planning and in the classrooms. Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes. Ensure visual warnings are present where appropriate. 	<p>Collective Worship/Class assemblies. Celebration of national/international events e.g. Para-Olympics, Sports Aid.</p> <p>Planning checks, book trawls, learning walks to ensure that multi-sensory is evident across the school. E.g role play areas, numicon, interactive displays etc.</p> <p>Regular reviews/sensory reviews are made to check children are sat where they will gain maximum learning opportunities. Stairs and ramps are highlighted as appropriate.</p>	<p>All staff</p> <p>SLT, Teachers</p> <p>Teachers</p>	<p>Ongoing</p> <p>Ongoing</p>
<p>To improve access, progress and participation for children with cognition and learning needs.</p>	<ul style="list-style-type: none"> Provide Teachers and relevant staff with Pupil Passports for named children. Ensure that appropriate software is installed where needed. Ensure all staff are aware of different learning styles and plan and deliver this in the classroom. 	<p>Teachers have been given Pupil Passports for named children. Teachers have specific learning apps for children.</p> <p>INSET/CPD training. QFT. Looking at other schools.</p>	<p>SENDCo</p> <p>Teachers/ ICT Manager</p> <p>Teachers/TA's</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	<ul style="list-style-type: none"> • Senior Leadership Team (SLT) to monitor the quality of differentiation and provision within the classroom. • Ensure the deployment of TA's is regularly reviewed. 	<p>Learning walks, book trawls, observations, coaching programme takes place throughout each half term.</p> <p>Interventions taking place in all year groups. Extra TA's in certain year groups.</p> <p>TA's deployed where necessary.</p>	<p>SLT/ Vicky Murray</p> <p>SLT/ Vicky Murray</p>	<p>Reviews are ongoing.</p> <p>Ongoing</p>
<p>To improve access, progress and participation for children with social, emotional, mental and health needs.</p>	<ul style="list-style-type: none"> • Provide Teachers and relevant staff with Pupil Passports for named children. 	<p>Teachers have received Pupil Passports for named children.</p>	<p>SENDCo/ Class teachers</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> • Ensure a quiet area is available for children. 	<p>Named children have a familiar quiet area where they can go.</p>	<p>Teachers/ SENDCo</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> • Create and purchase social situation stories. 	<p>Social Skills groups/circle time.</p>	<p>Teachers/ TA's/KS</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> • Ensure a learning mentor is trained in a range of intervention and support programmes. 	<p>TA runs and supports a range of groups.</p> <p>Cherished- Year 6 girls.</p>	<p>TA TA</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> • Consult with other schools for good practice. 	<p>RH School, Paget School</p>	<p>Teachers /SENCo</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> • Provide social/nurture and friendship groups during lunchtimes. 	<p>Lunch time support groups and additional social skills groups.</p>	<p>TA</p>	<p>Ongoing</p>
	<ul style="list-style-type: none"> • Promote whole school awareness of current social issues. 	<p>PHSE, assemblies, collective worship, fund raising days, Anti-bullying week.</p>	<p>Teachers, TA's</p>	<p>Ongoing</p>

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