**ACCESSIBILITY PLAN**

**September 2024 - September 2027**

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| **AIM** | **To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school’s curriculum** |
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| **ACTIONS** | **TIMESCALE** |  **LEAD** | **SUCCESS CRITERIA** |
| Use of standardised data from termly assessments in reading, spelling, writing and maths to monitor progress and identify children To employ data gathered from CAT scores to inform learning support and target needs.Teachers use the system created by Learning Support to communicate any concerns to the Learning Support department. Assessments carried out by the dept to further pinpoint children who need 1:1 interventionWork with Speech and Language Therapists and Occupational Therapists to provide intervention for children when required Ensure all Teaching staff are confident to differentiate and use Quality First Teaching as standard. Continue to recommend external specialists such as SLT, OT and EPs when appropriate, initial listen-ins arranged.Equipment available to support core balance and attention difficulties e.g. wobble cushions, sensory ‘fiddle’ toys, etc.Equipment available to support writing e.g. pen grips, laptopsDyspraxic children or those who find handwriting difficult to establish given recommendations to access to typing from Y4 or 5 Dyslexia- friendly exercise books for dyslexic childrenTA Training to ensure all TA’s are confident to support children using precision teaching.Movement breaks for children with attentional or sensory needsExamination allowance - assessments may be taken on a laptop if typing is the child’s usual way of working. Prompts also provided where applicable.Rest breaks - in class and examination allowance for identified children, especially with ASD/ADHDInvite child into nursery setting before term starts so can meet teacher on 1:1 EHCP - families supported through the process of gaining an EHCP by SENCOs and Head of Learning Support who also provide data and attend reviews. | OngoingOngoingOngoingOngoingOngoingOngoingOngoingOngoingOngoingOngoingOngoingOngoingOngoing | GKO/CWAGKO/CWAGKO/SCH//AMC GKO/SCH/AMCGKO/SCH/AMCGKO/SCH/AMCGKO/SCH/AMCGKO/SCH/AMCGKO/SCH/AMCAll TAsALLGKO/SCH/AMCMRU/GKO/SCH/AMC | Pupils will be maintaining or improving upon their progressIdentify all pupils that might show discrepancy between performance and CATSChildren able to progress at appropriate level - any gaps in knowledge are improvedLearning needs identified early and given targeted intervention/referral to other SEN professional if appropriateProgress tracked via success with IEP targets/improvement accessing curriculum/in school assessmentsHigh Quality Teaching as standard throughout the schoolHigh quality professionals available to early identify SpLDsIncreased focus in class improving access to learningChildren with handwriting difficulties more able to reflect potential in writing exercises/faster pace of workingReading and writing more comfortable for dyslexic children.Enables pupil to show potential and gain success/more readily access the curriculumGreater ability to stay on taskChild's normal way of working is established and individual needs are metConcession monitored in class/ termly assessments with child able to produce more written work in timeImproved ability to sustain focus thereby raising attainmentAwareness of a child's needs. Child happier to start on first day of term with other childrenChildren receive an EHCP where necessary and provision is updated to reflect EHCP targets. |
| Training of Teaching staff to support pupils with SEND in the classroom and how to differentiateeffectively ( including use of external trainers).TA Training to ensure all TA’s are confident to support children using precision teaching.To continue improving ways in which information about SEND is shared amongst the teaching staff to enable more effective support for SEND children.Pupil progress meetings arranged with Learning support/specialist teachers to identify any pupils who may be failing to make progress and to introduce interventionsSENCOs to summarise all external E.P. and SEN reports with recommendations - access given to all relevant staff and meetings arranged.Morning staff briefing - highlights any vulnerable children so all staff can supportCounselling available from Life Coach on site.Trained Mental health First Aiders available on site for children and adults. OT and Speech and Language service contracted by school offer free screening for children raised as a concern so needs are quickly identified and supported. 1:1 support in school offered - if appropriate | Sept 25Sept 25OngoingOngoingOngoingOngoingOngoingOngoing | GKO/SCH/AMC/All Teaching staffGKO/SCH/AMC/All TA’sAll staffGKO/SCH/AMCAll staffJOForm teachersPSH/BAC/JTY | Practical strategies given to help staff support child in the classroomTA’s can support children to make progressInformation more readily available to all staffQuick identification and support for childrenStaff have easy to read summary identifying learning needs and how to best support individual childrenChildren well supported and relevant information is sharedChildren with Mental health or anxiety are supported in school with professional provisionMental health support for adults and children to help in crises.Timely intervention for speech and communication needs on site |
| Social communication group established for identified children with ASD/social communication difficultiesContinue to use Zones of regulation as a whole school approachWeekly support group established for Form 6 children who are below expectations with literacy or maths Dyslexia-friendly classroom - overlays, coloured paper exercise books, displays in classProvision of specialist dyslexia teaching | OngoingOngoing Spring 2Ongoing | GKO/SCH/AMC/AGAAll staffYear 6 Teachers/Learning Support staffGKO/AMC/SCH/all staff | Greater output and extensionIntermittent group to aid social skills Children better understand unacceptable and acceptable behaviour and know how to self-regulateDyslexic learners are not disadvantaged by the classroom environment, have tools to help their learning. |