**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 intervention  Work 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, laptops  Dyspraxic 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 children  TA Training to ensure all TA’s are confident to support children using precision teaching.  Movement breaks for children with attentional or sensory needs  Examination 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/ADHD  Invite 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. | | Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing | GKO/CWA  GKO/CWA  GKO/SCH//AMC  GKO/SCH/AMC  GKO/SCH/AMC  GKO/SCH/AMC  GKO/SCH/AMC  GKO/SCH/AMC  GKO/SCH/AMC  All TAs  ALL  GKO/SCH/AMC  MRU/  GKO/SCH/AMC | Pupils will be maintaining or improving upon their progress  Identify all pupils that might show discrepancy between performance and CATS  Children able to progress at appropriate level - any gaps in knowledge are improved  Learning needs identified early and given targeted intervention/referral to other SEN professional if appropriate  Progress tracked via success with IEP targets/improvement accessing curriculum/in school assessments  High Quality Teaching as standard throughout the school  High quality professionals available to early identify SpLDs  Increased focus in class improving access to learning  Children with handwriting difficulties more able to reflect potential in writing exercises/faster pace of working  Reading and writing more comfortable for dyslexic children.  Enables pupil to show potential and gain success/more readily access the curriculum  Greater ability to stay on task  Child's normal way of working is established and individual needs are met  Concession monitored in class/ termly assessments with child able to produce more written work in time  Improved ability to sustain focus thereby raising attainment  Awareness of a child's needs. Child happier to start on first day of term with other children  Children 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 differentiate  effectively ( 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 interventions  SENCOs 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 support  Counselling 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 25  Sept 25  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  Ongoing | GKO/SCH/AMC/All Teaching staff  GKO/SCH/AMC/All TA’s  All staff  GKO/SCH/AMC  All staff  JO  Form teachers    PSH/BAC/JTY | Practical strategies given to help staff support child in the classroom  TA’s can support children to make progress  Information more readily available to all staff  Quick identification and support for children  Staff have easy to read summary identifying learning needs and how to best support individual children  Children well supported and relevant information is shared  Children with Mental health or anxiety are supported in school with professional provision  Mental 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 difficulties  Continue to use Zones of regulation as a whole school approach  Weekly 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 class  Provision of specialist dyslexia teaching | | Ongoing  Ongoing  Spring 2  Ongoing | GKO/SCH/AMC/AGA  All staff  Year 6 Teachers/Learning Support staff  GKO/AMC/SCH/all staff | Greater output and extension  Intermittent group to aid social skills  Children better understand unacceptable and acceptable behaviour and know how to self-regulate  Dyslexic learners are not disadvantaged by the classroom environment, have tools to help their learning. |