

SHEARS GREEN INFANT SCHOOL

School Accessibility Plan 2016/17-2017/18-2018/19

Curriculum accessibility

Standard	Activity	Success criteria	July 2017	July 2018	July 2019
Increase the extent to which disabled pupils and other vulnerable groups can participate in the schools' curriculum.	Identify vulnerable groups. Appropriate interventions and booster groups to be in place in class, timetable led by year group managers. Therapeutic play and Talk and Draw therapy timetabled by those leading the intervention.	Impact on pupil progress and data	Intervention and boosters groups led by teachers and teaching assistants planned for and assessed termly through pupil progress meetings. Continue to employ teachers specifically for quality interventions.	Intervention and boosters groups led by teachers and teaching assistants planned for and assessed termly through pupil progress meetings. Continue to employ teachers specifically for quality interventions.	Intervention and boosters groups led by teachers and teaching assistants planned for and assessed termly through pupil progress meetings. Continue to employ teachers specifically for quality interventions.
	To continue to be an ASD friendly school. ASD to work with the Inclusion Manager to ensure pupil voice is heard and ASD strategies are followed where appropriate the child.	Staff use a broad range of teaching strategies and adapt to meet the needs of specific children. Recommendations are followed through to support	Continue to ensure all staff are trained in the needs of ASD children in particular the needs of pupils within the setting. Develop the role	Continue to ensure all staff are trained in the needs of ASD children in particular the needs of pupils within the setting. Develop the role	Continue to ensure all staff are trained in the needs of ASD children in particular the needs of pupils within the setting. Develop the role

	Continue to work alongside visual impaired support	visual impaired children. RNIB resources used to support pupil's learning.	of ASD champion. Develop staffs knowledge of the visually impaired within the setting working closely with outside agencies.	of ASD champion. Develop staffs knowledge of the visually impaired within the setting working closely with outside agencies.	of ASD champion. Develop staffs knowledge of the visually impaired within the setting working closely with outside agencies.
	Staff training in a variety of behaviour management approaches when needed. Ensure Team Teach training is up to date for all that need it. New staff to be trained as needed	Staff confident in meeting diverse range of behaviour needs.	All staff are following school behaviour policy and procedures. Develop the CPD of new staff including 'team teach' Review behaviour policy annularly to ensure it needs the needs of current cohort.	All staff are following school behaviour policy and procedures. Develop the CPD of new staff. Review behaviour policy annularly to ensure it needs the needs of current cohort. Team Teach for whole staff due Jan 2018	All staff are following school behaviour policy and procedures. Develop the CPD of new staff including 'team teach' Review behaviour policy annularly to ensure it needs the needs of current cohort.
	Inclusion Manager to seek out advice from other schools where appropriate. Ensure appropriate support for pupils with EAL in place	Appropriate assessments and interventions will be in place, impacting on pupil progress	New Inclusion Manager to form links with other schools and outside agencies. All EAL children to be assessed	Continued links with other schools and outside agencies. All EAL children to be assessed against the Kent	links with other schools and outside agencies. All EAL children to be assessed against the Kent points sheet - all

			against the Kent points sheet - all children with limited English to receive individual or small group support.	points sheet - all children with limited English to receive individual or small group support.	children with limited English to receive individual or small group support.
	Appropriate support in place to nurture children with emotional needs causing a barrier to learning, including nurture room, therapeutic play and talk and draw therapy.	Pupils with emotional needs are able to access the curriculum and make appropriate progress.	Develop nurture room to ensure it meets the needs of the children who need it. Work with children to create a 'safe' space. Continue to develop play therapy and talk and draw and offer this to children who need support.	Continue to evolve the nurture room to ensure it meets the needs of the children who need it. Work with children to create a 'safe' space. Continue to develop play therapy and talk and draw and offer this to children who need support.	Continue to evolve the nurture room to ensure it meets the needs of the children who need it. Work with children to create a 'safe' space. Continue to develop play therapy and talk and draw and offer this to children who need support.