



Holtsmere End Infant and Nursery Accessibility Plan 2017-18

At Holtsmere End Infant and Nursery School we want all children to enjoy school, to be challenged and to achieve their very best in a safe and nurturing environment. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. This is reflected in our school ethos. We are firmly committed to our **'Happy Learners. Aiming High'** statement. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows our commitment to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.



Accessibility Plan 2017-18

Target	Action	Key Staff	By When	Cost	Desired impact	Monitored by who/when	End of Year Review
Improve behaviour throughout the school by using the 'Step On' whole school approach. 'Step On' promotes a therapeutic management of behaviours through a culture of ethos and relationship building.	Two members of Staff to train as 'Step On' trainers	SENCo and LSA	October 2017	£400 Training Fee	Staff will feel confident in delivering training to whole staff group	SLT	
	All members of Staff to be 'Step on' trained at January INSET day	SENCo and LSA		Plus Overtime hours for LSAs and MSAs	Whole staff feels confident and supported and share the principles of communication and de-escalation	SLT SENCo and trained LSA	

<p>Support the attendance (focus on vulnerable groups) of pupils with attendance below 96.1%.</p>	<p>Monitor attendance on a weekly basis</p> <p>Parents/carers will be sent amber and red letters and in some cases will be invited to attend meeting to discuss reasons for low attendance.</p> <p>School will offer pastoral support (in house or through family support worker) to improve attendance.</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>Office Manager</p>	<p>On going</p>	<p>As required</p>	<p>Improved attendance will have a positive impact on progress and attainment. Regular monitoring of families with poor attendance will also ensure that there are no safeguarding issues.</p>	<p>Head Teacher</p> <p>Deputy Head Teacher</p> <p>Office Manager</p>	
<p>Ensure the best possible access to learning for children with speech and language difficulties.</p>	<p>Ensure that WellComm and ELKLAN LSA has 2 dedicated days to work with children who have speech and language difficulties</p> <p>Work with the Speech and Language Therapists and LSAs to closely monitor the impact of speech interventions.</p>	<p>SLT</p> <p>Trained LSA</p>	<p>On going</p> <p>On going</p>	<p>£4,400</p>	<p>Improved outcome for children with speech and language difficulties.</p>	<p>SENCo</p>	

To support children and families with social and emotional needs	To support children in school with 'Nurture Sessions'	SENCo And Nurture teacher	Ongoing	Teacher Salary	Children will feel supported and have strategies to help them cope with everyday life and their learning. Positive impact on progress and attainment.	SLT	
	To Support families through the 'Listening Service' which can in turn signpost other supportive agencies	SENCo And Nurture teacher	Ongoing	Teacher Salary	Families will feel supported and be fully aware of other agencies/strategies to support them.	SLT	