

Accessibility Action Plan June 2017

Targets	Actions	Timescale	Responsibility	Outcomes	Review
Improving Access to the Physical Environment:					
<p>To further develop school staff awareness of accessibility issues.</p> <p>To ensure new staff are alerted to accessibility issues.</p>	<p>Key staff to be trained in Makaton signing in order to support pupils with SLC difficulties. .</p> <p>Key staff to be trained in speech and language support/ Narrative therapy in order to support pupils with SLC difficulties.</p> <p>New SENCo to work towards National SENCo award.</p>	Ongoing	Headteacher Governing Body SENCo	Raised confidence of staff and governors in commitment to meeting and learning more about access needs.	<p>Teaching assistants have had some training In Makaton, but this needs revisiting in the new academic year.</p> <p>Staff were trained in NT but needs revisiting in new academic year.</p> <p>Ongoing</p>
<p>To ensure all new building work has considered Brighton & Hove Accessibility Guidance.</p> <p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Share Brighton & Hove Accessibility toolkit with relevant personnel and contractors.</p> <p>To be mindful of new building work and how that might impact temporarily on access for all pupils.</p> <p>Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.</p>	Ongoing	Headteacher Governors Site Manager Premises committee Builders on site	<p>Ongoing improvements in access to all areas when undertaking routine and maintenance work.</p> <p>Modifications will be made to the school building to improve access.</p>	Ongoing- new SBM to be trained in this area.

<p>Ensure shared areas are accessible to all learners.</p>	<p>Shared areas to be clear of clutter. Subject leaders to take responsibility for designated areas.</p> <p>Rearrange furniture so areas are wheelchair accessible.</p> <p>Put up clear signs with symbols, signs in different languages and formats. To include communicate and print labels.</p>	<p>Ongoing</p>	<p>All teaching and non-teaching school staff</p>	<p>Layouts of shared areas optimise teaching and learning experiences.</p> <p>Shared areas are free of clutter</p>	<p>Completed but keep under review.</p> <p>Completed but keep under review- Particularly disabled toilet.</p> <p>Not yet done</p>
<p>To increase the confidence and ability in all staff to deliver a differentiated curriculum through First Quality Teaching.</p> <p>To continue to train staff to enable them to meet the needs of children with a range of SEN.</p>	<p>Classroom Drop Ins and Learning Walks.</p> <p>Seek views of all learners and ensure pupil voice is acted upon.</p> <p>SENCo to review the needs of children and provide training for staff as needed.</p>	<p>1x termly planning scrutiny</p> <p>2x termly "drop ins"</p>	<p>SENCo Class Teachers</p>	<p>Increased pupil participation in all lessons.</p> <p>All learners access a differentiated curriculum and make good progress.</p> <p>All learners can elicit how they learn best and use this to inform improved planning and teaching.</p>	<p>Ongoing</p>
<p>Ensure homework expectations are clear for pupils and parents.</p> <p>Ensure homework is appropriately differentiated to meet the needs of all learners.</p>	<p>Clarification of amount and type of homework for that week is shared with class and parents.</p> <p>Crib sheet outlining expectation for homework to be sent home with tasks if required</p> <p>Appropriately differentiated and varied homework tasks.</p>	<p>Ongoing</p>	<p>Class Teachers</p>	<p>Parents will be better informed of homework tasks.</p> <p>Stimulating, differentiated homework tasks that are accessible to all learners.</p>	<p>Ongoing</p> <p>Pupils who have difficulty</p>

	Homework club to be relaunched from Sept 2016				completing homework at home are given the opportunity to do this in class.
To raise awareness and ensure all staff have access to SEN software and ICT & Computing resources.	<p>Audit SEN ICT& Computing resources.</p> <p>Inform staff on availability of programmes.</p> <p>To audit who is using the available resources and how often.</p> <p>Review effectiveness of resources.</p> <p>Parents to be informed of useful websites and resources via school website.</p>	By the end of term 3	IT Co-ordinator SENCo	<p>All learners have access to IT programmes and software which best support their needs.</p> <p>IT support identified in pupil provision map and IEP's</p>	<p>Ongoing- new subject leader from Sept, so this will be revisited.</p> <p>Useful websites on school website-completed.</p>
<p>To refine classroom practice and improve accessibility for all learners.</p> <p>To meet the needs of individuals during statutory end of KS2 tests.</p>	<p>Look critically at current practice in the classroom.</p> <p>Provide specialist equipment to promote participation in learning by all pupils; visual prompts in classrooms to include communicate and print.</p> <p>Each classroom to have list in planning folder and information accessible to supply staff outlining individual medical and learning needs.</p>	<p>By end of term 3</p> <p>SENCo surgery 2x termly for teachers to discuss learning needs with SENCo.</p>	Headteacher SENCo Class Teachers	<p>Staff to be actively using tools and resources to support accessibility and disability needs in daily classroom practice.</p> <p>Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</p>	<p>Senco and SENCO admin assistant provide ongoing support for other staff.</p> <p>Need for more visual prompts in classrooms- revisit Sept 17</p>
To increase participation of	Audit current participation of	Ongoing	SENCo	All children will	

<p>more vulnerable learners all areas of the curriculum.</p>	<p>vulnerable learners in lunch and after school clubs.</p> <p>Make reasonable adjustments to ensure activities/clubs are accessible to all.</p> <p>Ensure pupil voice through school council is accessible to all pupils. School council access to all.</p>		<p>EPR subject leader SLT</p>	<p>participate actively in lunch and after school activities.</p>	
<p>Improving access to information</p>					
<p>To review and refine information given to parents/carers and ensure it is accessible for all.</p> <p>To ensure that all parents and other members of the school community can access information.</p>	<p>Produce an updated SEN leaflet to inform parents of procedures and protocol for children on the SEN register.</p> <p>Documents delivered “by hand” when appropriate. This will include consent forms, letters from outside agencies.</p> <p>Written information will be provided in alternative formats as necessary; be aware of parents/carers who may have difficulty with reading the information and offer support.</p>	<p>End of Term 3</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SENCo SENco Admin</p> <p>SENCo Assistant Class Teachers</p> <p>Headteacher</p>	<p>Parents of children on the SEN register will receive an updated document outlining policy and support their children are receiving.</p> <p>Private and confidential letters will be handed to parents.</p> <p>Parents have full accessibility to information via school letters.</p>	<p>Not yet done</p> <p>Yes</p> <p>Ongoing.</p>
<p>To ensure that parents who are unable to attend school, because of a disability, can access parents’ evenings.</p>	<p>Staff to hold parents’ evenings by phone or send home written information.</p>	<p>Termly</p>		<p>Parents are informed of children’s progress.</p>	<p>Completed- parents/carers who do not attend consultations are contacted by phone.</p>