



ACCESSIBILITY ACTION PLAN

School: English Martyrs

Date: April 2015 – March 2018

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Knowledge of Disabilities within the Community</p> <ul style="list-style-type: none"> Ensure that people with a disability are having their needs met. 	<ul style="list-style-type: none"> To carry out an audit, which will establish which children, staff, parents and governors have a disability within our school. Using the information from the audit edit/amend the action plan according to the need of the English Martyrs community 	Summer 2 nd 2015 send out the audit.	Time from the SENCO to create the audit appropriate for children and adults.	SENCO Ann	SENCO
		Use the information Autumn 1 st 2015.	Time from Ann to add information onto SIMs	Ann	SENCO
<p>Attitudes</p> <ul style="list-style-type: none"> To promote positive attitudes to disability 	<ul style="list-style-type: none"> Review PSHE Curriculum and Inclusion Policy Invite member from 'Guide Dogs for the Blind' to come and talk in assembly - as a follow up, in class children carry out activities linked to experiencing the life of a blind person. 	Spring Term 2016	£150 for any new resources	PSHE Co-ord and Deputy Head	Leadership Team and Governors
		Summer Term 2016	Money to pay for guest speaker OR - time to raise money for Guide Dogs for the Blind - charity.	SENCO	SENCO

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<p>Access to Curriculum</p> <ul style="list-style-type: none"> • Create effective learning environments for all children utilising feedback from pupil groups. 	<ul style="list-style-type: none"> • Reinforce responsibilities of all teachers as outlined in the SEND Code of Practise • Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil needs. • Put together an audit to discover staff area of development. • Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus on ASD and Dyslexia • Seek issues and feedback from ‘School Council’ and class survey. 	<p>Ongoing</p> <p>January 2016</p> <p>March 2015</p> <p>September 2015 - July 2016</p> <p>Summer 2016</p>	<p>Twilight - on the new changes in the SEND Code of Practice</p> <p>Discussions with SLT Create list of required resources to make TA x 2 to make resources required. Share resources in staff meeting</p> <p>Time from SENCO 10minutes to complete by all staff</p> <p>Staff meetings during academic year 2015-2016 on: ASD and Dyslexia</p> <p>Family worker time with school council Class Teachers’ time with pupils to complete class survey</p>	<p>All staff</p> <p>SLT SENCO 2 x TAs</p> <p>SENCO</p> <p>SENCO time to create training programme</p> <p>Family worker Class Teachers</p>	<p>SENCo through lesson observations and sampling lesson planning</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO and SLT</p> <p>SENCO</p>

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<p>Premises</p> <ul style="list-style-type: none"> Increase site access to meet diverse needs of pupils, staff, parents and community users. 	<ul style="list-style-type: none"> Review personal evacuation plans. Identify and purchase accessible play equipment (School Council involved in designing new area) e.g. sensory garden, apparatus appropriate for children with disabilities. Look into the possibility of having a 'calm' area/room where children can reduce their anxieties in a safe space. Ensure that the playground and school building has sloped access throughout. 	<p>January 2016</p> <p>January 2016</p> <p>January 2017</p> <p>January 2017</p>	<p>Time</p> <p>£ to pay for the apparatus - fund raising event? Time with school council. Time - Family worker and SENCO</p> <p>£ to pay for the room and resources Time - SENCO</p> <p>£ to pay for the slopes to be added to the school site</p>	<p>Class Teacher</p> <p>Family Worker and SENCO Site Manager</p> <p>SENCO</p> <p>Head Teacher and Governors</p>	<p>SENCO</p> <p>Leadership Team</p> <p>SENCO</p> <p>Head Teacher</p>