

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name St Patrick's Catholic Primary School

Dates: From March 2015 To March 2018 (3years)

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
To improve the progress and participation for children with ASD	C, E, I	All staff to receive L1 training.	Maggie Birch - CAT	Staff meeting	Staff feedback	L1 Training: SPRING 2015
		All staff to receive summary of L2 training.	SENCOs – St Eds/St Pats	Staff meeting	Implementation of strategies in classes	L2 Training: SUMMER 2015
		Embed the use of one page profiles and passports.	SENCOs Teaching staff TAs	Templates	Progress towards support plan targets One page profiles/passports in use for all who need them	SPRING 2016

		Audit of environment with focus on sensory/visual needs.	Maggie Birch - CAT	Audit	Completed Audit Areas of improvement identified from audit.	Audit: AUTUMN 2015 Actions following Audit: On-going
Build awareness of how to support all children and young people, whatever the need including personal and medical care.	C, E, I	Link one page profiles/provision to support plan targets	SENCOs Staff	Planning Time	Support Plan Targets evident on weekly planning Support Plan – working document	On-going throughout 2015-2016
		Risk Assessments need to show provision for needs	Staff	Forms	Risk Assessments completed with inclusion/provision made.	On-going throughout 2015-2016
		Staff Training – Sickle Cell	Suzi Crawford - NHS	Staff Meeting	Staff Feedback	SUMMER TERM 2015
		Liaise with PSS on Dyslexia Pathways	PSS	PSS SENCO time	Attendance of SENCO at Spring network meeting Meetings with PSS to discuss next steps	On-going throughout 2015-2016
To create a whole setting/school approach to developing the social, emotional and behavioural	C, E, I	SENCO training on Person Centred Approach	SENCOs	SENCO Training budget	Attendance of SENCO at training	Autumn 2015

well-being of all members of the school/setting community. All children and young people are supported to find a voice.		Self-assessment (RAG) section put on support plans and in use	SENCOs Teachers TAs	Planning time	Completes self-assessments on support plans	On-going throughout 2015-2016
		Visual Audit of classroom environment	SENCOs TAs SEND children	Time to complete audit	Completed audit Actions drawn up for implementation in following academic year	SUMMER TERM 2016
The head/manager, leadership team and governing body have a clearly written plan to ensure the school/setting is moving towards providing an environment that meets the academic, physical and social requirements of any child, or young person and their family who seek entry to the school and shares this information appropriately.	I	Complete SDP with Senior Team	SENCOs Senior Team	Leadership meeting	Plan completed with Accessibility Plan objectives	AUTUMN 2015 Ongoing to SUMMER 2017
Parents and carers contribute to assessment, target setting, review and intervention.	C, I	Review of Support Plans at Autumn and Spring Term Parents' Evenings	Teachers SENCOs	Meeting time	Support Plans reviewed and new targets suggested	AUTUMN 2015 to SPRING 2016 then ongoing
		Establishment of Child Information	SENCOs Teachers	SENCO time	Folders completed for relevant children.	SUMMER 2015

		folders and note taking system			Information (reports, plans etc) shared with parents	
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This plan can be extended and new boxes added to be responsive to the individual school circumstances.

Please submit the 3 year dates of your plan through our website www.beps.org.uk