

## Tickhill Estfeld Primary School Accessibility Plan 2018-2021

### Access to the Physical Environment

	Targets	Strategies	Timescale	Responsibility	Success Criteria
<b>Short term</b>	School is aware of the access needs of disabled children, staff and parents/carers	a) Create access plans for individual children as part of the review process	Ongoing	SENCo	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs when needed.
		b) Undertake confidential survey of staff /parents and governors to ascertain access needs and make sure they are met in meetings etc.	February 2019	SLT	Raised confidence of staff /parents and governors in commitment to meet access needs and ability for all to access all school activities.
<b>Medium Term</b>	Review school building in terms of access	Create plan of measures that could improve access. Seek external funding from LA.	July 2019	SENCo /Headteacher	Improved access to building and activities for pupils and adults.
<b>Long term</b>	Improve the access to the building and particularly with regard to dining area	Seek funding from LA	Ongoing	Headteacher/Governors sites and premises committee	Improve facilities for disabled users

## Access to the Curriculum

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	To continue to develop all teaching staffs understanding of a range of SEN issues and their implication for teaching and learning within their classroom. Develop a range of strategies to enable the learner to achieve.	SENCo to attend the termly authority and half-termly pyramid meetings to keep updated. Make courses available for any staff concerned. Assign staff meetings for any feedback from courses	Ongoing	SENCo	Raised confidence of staff in strategies for differentiation, interventions and increased pupil participation.
	SEN support timetable ensure most effective use of time and personnel available to support SEN pupils and those with disabilities.	Regular review of provision to ensure needs of pupils are best met with support available	Termly / or as needed	SENCo	Ensure that progress and attainment of pupils with SEN and/or disabilities is expected or better.
	Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled	Ongoing as the need arises.	SENCo	All staff aware of individual pupils access needs.

		children when needed. Set up system for information sharing with appropriate staff.			
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	Ensure staff are aware of and able to use SEN software and intervention resources as they are needed.	Run individual training sessions on use of SEN resources as needed. Seek specialist help where necessary	Ongoing	SENCo / ICT Coordinator	Wider use of resources in mainstream classes.
	Ensure that school day and residential visits are accessible to all	Ensure that accessibility for all pupils is part of the Risk Assessment process. Ensure instructors/guides at centres are aware and can adapt tasks if needed. Make sure staffing levels are appropriate for the visit.		Headteacher SENCo All Staff	All children in school able to access all school trips and take part in a range of activities.
	Improve children's awareness of disability issues	PSHE curriculum and assemblies to be used to raise awareness of disability issues.	Ongoing	Headteacher / All staff	All children have a better understanding of disability issues.

<b>Medium Term</b>	Review pupil access to the curriculum as part of regular curriculum policy reviews.	Include specific reference to disability equality in all curriculum reviews.		Headteacher/ All coordinators	Introduction of disability issues into all areas of the curriculum so that all children can excel in all subjects.
	Ensure SENCo has access to high quality training.	SENCo attendance at termly LA network events	Ongoing – termly	SENCo	SENco up to date with developments in SEN. SENCo subject knowledge improved.
<b>Long Term</b> <b>Ensure SENCo has access to high quality training.</b>	Ensure SENCo has access to high quality training.	SENCo to achieve the nationally accredited SENCo Award (statutory requirement)	By July 2020	SENCo	Award achieved.

## Access to Information

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>Short Term</b>	Ensure that information for parents and carers is provided in alternative formats as required.	Use LA services and others if required to convert written information into alternative formats as necessary. Ensure all statutory reports are on the school website.	On going	LA services and school budget.	Easy access of information for all stakeholders
<b>Medium Term</b>	Children become more aware of their own learning styles and access needs.	Include access to information in Circle time/ PHSE Encourage pupils to express their access needs and explore learning styles. Pupil attendance at Open Evening (KS2). All pupils review their own learning and targets as part of school practice. Use of One Page Profile for all pupils at SEN and LAC reviews.	Ongoing	All staff	Children aware of their targets, progress and next steps. Pupils feel able to articulate their own needs and understand their own learning styles. Pupils able to tell us how they best like to be supported.

	Ensure that parents are fully involved in reviewing and setting targets to address their child's specific needs.	Offer a termly review in addition to Open Evenings to parents and carers at LAC reviews and to parents and carers of pupils at SEN Supported level to discuss and review Support Plans and other relevant issues.		All Staff	Increased parental confidence/awareness of school targets and interventions best enabling them to work in partnership with the school and support child.
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