



Accessibility Plan 2016 -2019

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability

	Action	Success Criteria	Staff responsible	Resources	Time Line Start-End	Monitoring	Evaluation
Short Term	To involve parents/carers fully in the attainment and planned progress of their child by seeking their views and contributions	Parents will be partners in decision making regarding their child's needs and provision and will contribute to plans and reviews	SENCO Teachers SMT	Time for Parents' evenings, review meetings documentation for pupil profiles, EHATS, EHC plans Staff Meetings	Ongoing	Records of attendance at Parents Evening/ Review Meetings, paperwork evidencing this action	IEP reviews and reviews form other meetings evidencing a person centred approach involving parents
	Develop Lexia Diagnostic Reading System to analyse & improve pupil's reading/spelling	Staff are able to use entry and exit data more effectively in reading and spelling to measure pupil progress	SENCO English Coordinator	Staff meeting time to help staff meet targets more successfully PIVATS and Lexia SEN File	Ongoing, relating to termly assessment cycles	Monitoring on a short term and termly basis and in provision reviews.	Baseline and exit data demonstrates good or better progress
	To aim to ensure Inclusive practices run throughout all school policies & practices.	All teaching staff will look at how to make their class & subject as inclusive as possible.	Teachers, Learning Mentors, Teaching Assistants	Social Language Group resources Talking partner resources, school Policies etc.	Autumn 2016	Self-evaluation given to LA Inclusion Team	Final assessment by LA Inclusion Team
	To continue to use PIVATS & other assessments with SEN pupils within the school.	SEND pupil's attainment identified and targets set.	SENCO, SEND Teacher, Teachers, LMs,	Whole school training on use of PIVATS 5	Ongoing	SENCO will internally monitor pupils	Evaluate use as an effective assessment

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	To continue to make all the staff both teaching and non-teaching more informed about SEN and Strategies to use.	SEN pupil's attainment identified early and targets set which result in improved outcomes	TAs SENCO, SEND Teacher, Teachers, TAs	CPD of staff incorporating SEND	Ongoing CPD cycle for academic year	SENCO review Monitor staff awareness – SMT and SENCO	tool. Information files available on range of SEN issues and CPD of SEND audited
	Teaching Assistant to take 'Social Language' group sessions with some Nursery & Reception pupils. To continue to develop the Talking Partners programme with Y2 & 3.	Early Years Pupils more confident with talking & listening. Talking Partners intervention groups are implemented.	Designated teaching assistant	Teaching assistant time	Ongoing	Monitor progress of through Baseline start & finish entry and exit data	Impact in class SEND teacher & TA to evaluate success
	Action	Success Criteria	Staff responsible	Resources	Time Line Start - End	Monitoring	Evaluation
Medium Term	To get Learning Mentors to implement their training on Speaking and Listening, Communication with groups across the school.	SENCO will develop skills on SPLC.	LACE	LACE	Ongoing	Monitor progress of SPLC pupils	School will evaluate use of variety of techniques.
	To continue working on good practice for ASD/Dyslexic/Dyspraxia.	To continue working on Dyslexia Friendly/ASD/SPLC and any other strategies which will help our pupils?	SENCO	Staff Meetings /training from expert agencies	Ongoing	Lesson observations	SMT/SENCO evaluates work.

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Long Term	All Teachers attend training on PIVATS 5 and this is rolled out to TAs	Adults able to use PIVATS 5 assessment to assess children's skills, knowledge and understanding in specific areas.	SEN teacher	PIVATS 5	Summer 2017	Monitored by SENCO and Senior Management	Evaluated through ICT monitoring and Classroom observations.
	To make school as inclusive as possible by recognising pupil diversity through lesson delivery and techniques.	Quality first teaching is evident. Effective use of support staff. Effective Inclusive learning environment. Lessons show differentiation, groupings, etc.	SENCO SMT All teachers TAs	Staff Meetings Training on Inclusion where applicable to policies & procedures.	Ongoing Annual	Lesson observations Learning walks involving the SEND Governor	SMT Performance Management SEN Information Report
	To compile and maintain whole school/year group and class registers of children with disability and additional needs	The maintenance of an effective SEN list and monitoring list as well as class and year group information regarding vulnerable learners	SENCO Teachers SMT	SENCO leadership and management time	Termly updates	Whole school/year group/class registers and SEND register	Everybody has a current SEN register so are aware of pupil needs.

Aim 2 To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

	Action	Success Criteria	Staff responsible	Resources	Cost	Time Line Start - End	Monitoring	Evaluation
Short Term	To continue to work with external consultants from Spie to undertake physical audit.	Audit completed	Spie Head Deputy Govs	Spie	SPIE LA	Ongoing	Report to all Governors	Report from consultant evaluated and reviewed with governors
	Improve physical Environment by ensuring corridors/cloakroom areas are kept clear	Movement around school improve for disabled adults and pupils.	Spie Staff and pupils	Spie	Spie LA	Ongoing		Report from Spie evaluated & reviewed.
Medium Term	Incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window Blinds.	Several classrooms are made more accessible to visually impaired pupils	Head Deputy Govs Spie	Refurbishing Materials & Labour	Spie LA	Ongoing	Reviewed as part of the SDP. Report to Governors	Completed and reported governors
Long Term	To improve access to designated areas over successive financial years. School to decide which entrances & exits have priority and plans to fit ramps, handrails and other relevant equipment to all of these if funding allows.	The school's entry areas will be fully accessible.	Head Deputy Govs Spie	Fixtures /fitting Labour	To be taken from LA Spie	Ongoing	Reviewed as part of SDP. Report to Governors	Completed and reported to governors

Aim 3: To improve the delivery of information to disabled pupils and parents

	Action	Success Criteria	Staff responsible	Resources	Cost	Time Line Start - End	Monitoring	Evaluation
Short Term	Identify documents which would need to be in other formats for our parents	Selection of documents successfully identified	SMT	None	None	From Autumn 2016 and ongoing	Deputy to oversee	Selection identified
	Availability of material in alternative formats - identify sources	If needed the school can provide written information in alternative formats	Named member of staff	Braille/audio tape/ large print etc	Cost related to charges for Braille/audio tape/ large print etc.	From October 2016 and ongoing	Deputy to oversee	Sources identified
Medium Term	Insert into policies the footnote. 'Alternative formats available on request' when reprinting	Policies have footnote	All Coordinators	None	Photocopying costs	Policies updated in Summer 2016 onwards	Deputy to oversee	Policies updated according to timelines
	Set up system for getting alternative formats	Easy access to appropriate material for adults and children	Named Person	None	None	As policies are updated.	Deputy to oversee	Systems in place
Long Term	Review and update systems.	Systems reviewed	SMT	None	None	Summer 2017	Deputy to oversee	Review completed