

Accessibility Plan

School Name Highters Heath

Dates: From July 2021 To July 2024 (3 years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates
		What/How	Lead	Resources		
To improve provision for all pupils who have difficulties accessing learning or development of social skills.	C, E, I	All pupils with a need that result in a difficulty accessing learning or development of social skills to have a one page profile.	SENDCo/ Pastoral Team		One page profiles in place for all identified pupils, and reviewed termly.	ongoing
		One page profiles to be reviewed termly by teaching staff.	Teaching staff			
		One page profiles shared at transition to a new year group.	Teaching staff			
To identify needs of pupils new to the school for new reception cohort or in year admissions	C, E, I	Liaise with previous setting and /or parents to gather information on pupil needs	SENDCo		Discussions to have taken place and appropriate provision on place to support needs.	June every year or at time of entry

To ensure accessibility of school buildings and outside space for physically disabled pupils.	C, E	Carry out an inclusion walk to identify potential areas of poor accessibility.	Site manager/ SENDCo/ parent of pupil with physical disability	School budget	Areas of poor accessibility identified and plan for improvements created/built into school building plan.	Summer term 2021
		Improvements made to priority areas of poor accessibility.	Site manager/ SENDCo	School budget	Priority areas of poor accessibility improved with plan in place for remaining works identified.	By September 2021
To ensure staff working with a pupil with a physical disability have the correct knowledge and skills to provide the correct provision for that disability.	C, E, I	Staff to have transition meeting to share information at time of moving to a new year group.	Teaching staff/ SENDCo		Information shared and teaching staff confident in their management of provision for physical disability.	July 2021 - annually
		Staff to receive training from PDSS/physiotherapy.	Teaching Staff/ PDSS			
To improve access, progress and participation for children with communication and interaction needs	C,E,I	Staff to receive ASD training in Spring term of 2022 with catch up training whenever a new member of staff starts at the school.	SENDCo/ CAT worker	CAT and EP hours	All new staff and less confident staff to have received Tier 1 ASD training.	Spring term 2022
		TA working 1:1 with severely autistic child to receive ongoing support and training.	CAT worker/EP		TA observed using strategies from training.	ongoing
		Social stories used to support pupils with ASD with their anxieties about events such as trips	Class teachers/ SENDCo		Social stories in use and pupils with ASD less anxious.	ongoing

To reintroduce the use of the sensory room, especially for pupils with ASD and SEMH.	C, E	Equipment and resources stored in Sensory Room during Covid to be removed.	Site manager/ SENDCo		Room cleared of equipment	September 2021
		Carry out an audit of the sensory room resources	SENDCo/ CAT worker/ EP/ site manager		Action plan for re development of the sensory room produced.	Spring 2022
		Fix/purchase resources for the sensory room.	Site manager/ SENDCo	School budget	Sensory room resources fixed/purchased and room in use.	Summer 2022
To develop the role of the SEN governor to support SEN provision and development within the school.	I	Termly meetings to take place between SEN governor and SENDCo	SENDCo and Sen governor		Progress for SEN shared with governor and actions identified.	September 2022 and ongoing
To improve the provision for pupils with SEND	C, I	School to take part in the local authority funded Developing Local Provision Project run by Billesley Research School	SENDCo/ SLT	£500	<ul style="list-style-type: none"> Area for development identified Implementation plan written and in place Plan in place and actions in place 	September 2022- July 2023

This plan is a suggested format only and can be adapted to suit individual school circumstances.