

Accessibility Strategy 2022-2023

Pupil participation in the school curriculum.	Targets	Strategies	Timeframe	How will we know if the goals are achieved?
<p>Short term</p>	<ul style="list-style-type: none"> ● To continue to review provision and implement changes in relation to the new Code of Practice (2014) ● To continue to hold Reviews and TAC/TAF meetings for our high needs children in order to set up the relevant documentation to highlight areas of need. ● To input information on the Devon joint agencies Devon information sharing system of "Right For Children" where necessary. Information on each child will be stored centrally but securely. ● Detailed Provision Maps made every term for each class to ensure individual child's interventions are all listed, monitored and evaluated .Maps are constantly updated as needs arise on the school server. 	<p>SENCO / Head teacher</p> <p>SENCO and class teachers</p> <p>SENCO to manage this process.</p> <p>SENCO/Class teacher</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	<ul style="list-style-type: none"> ● Whole staff INSET ongoing. ● Subject coordinators monitor differentiation. ● Regular liaison between SENCO, class teacher and Teacher assistants. ● Consultation with preschools, parents and external agencies prior to entry for new pupils. ● Risk assessment forms kept in a central location. ● End of year liaison meetings with teachers annual records are passed to new teachers. ● Regular contact and meetings with outside agencies, arranging meetings with parents where appropriate. ● Individual review meetings arranged with parents of children with SEND to discuss and clarify provision in light of the Code of Practice and Devon guidance. ● Information on the provision maps shared with parents during termly consultations.

	<ul style="list-style-type: none"> • To complete Pupil Progress records for all pupils receiving additional support, , tracking impact of interventions/support, termly monitoring of progress by class teachers and SENCO • To continue to work with the Educational Psychologist, Speech and Language Therapists and other outside agencies as relevant, on strategies to improve access to the curriculum for SEND children. • To continue to safeguard and protect all children and promote their well-being through the embedded use of CPOMs • To ensure that all staff are fully aware of how to provide an inclusive curriculum to meet the needs of all children in their class. • Resources provided according to individual need to enable participation 	<p>SENCO/Class teachers</p> <p>SENCO liaises with outside professionals to improve outcomes for children with SEND.</p> <p>Head teacher/all staff. To ensure all staff are up to date with safeguarding procedures and competent in use of CPOMS. Fortnightly check in phone calls / conversations by SENCO and teaching staff with vulnerable / SEND families</p> <p>Staff training-Inclusive curriculum. Evidence of Quality First Teaching. Whole staff Inset in areas of SEND and Disability</p> <p>Class teacher responsibility TA support</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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	<ul style="list-style-type: none"> • Risk Assessments prior to educational visits and increased participation facilitated RAs need to be reviewed in line with current Covid circumstances • Continuity of approach- increasing participation • In PE, Pupil Passports used to share additional needs and effective strategies for working with SEND pupils 	<p>Class teacher writes assessment</p> <p>TA specific training to support individuals. Liaison and annual records to the next teacher.</p> <p>SENCO, PE Lead and PSE coach</p>	<p>Ongoing</p> <p>Ongoing</p> <p>At start of year, updated as needed</p>	
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<p>Medium term</p>	<ul style="list-style-type: none"> ● Forward planning by subject coordinators to enable equality of opportunity. ● To ensure pupils with SEND are facilitated to reach their full potential. ● To evaluate interventions currently in use to help close the gaps in progress, ● SENCO to meet SEND governor on a termly basis for an update on SEND issues. ● To continue to train staff and governors fully in 'Safeguarding children and Child Protection' in line with latest guideline requirements, including KCSIE 2022 ● To prioritise and support the mental well-being of all children and their families. 	<p>Development and resourcing as part of SIP</p> <p>Monitoring of SEND outcomes through Pupil Tracker and Pupil Progress records in class SEN files. SENCO to attend class Pupil progress meetings and weekly class team meetings</p> <p>SENCO to organise training in new interventions and monitor the effectiveness of current interventions.</p> <p>SENCO/SEND governor liaise closely to monitor the SEND provision in school.</p> <p>All staff, governors and parental helpers (wherever possible) to receive Child Protection training</p> <p>School continues to use Thrive type techniques. Staff implementing mental health and mindfulness techniques SENCO provides support for families as needed</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Child protection training every 2 years for all staff and governors. Next due April 2022.</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ● Teaching Staff committed to taking ownership of their class Provision Map each term liaising closely with the SENCO. ● Intervention training and implementation in place monitored by SENCO especially for new members of staff. ● A cycle of meetings planned through the year to review Statements (EHC Plans) annually and individual TAF and My Plans. ● Request additional funding from High Needs block as necessary. ● Staff confident in current procedures of safeguarding children. ● Children with emotional issues are identified and supported through the delivery of THRIVE type approaches and Mindfulness techniques.
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<p>Long Term</p>	<ul style="list-style-type: none"> • Monitoring and evaluation of Accessibility Plan. • To complete SEND and Safeguarding Audit annually. • To continue to offer CPD opportunities in SEND to all staff, including SENCO 	<p>Annual evaluation of financial allocation, and support, together with outcomes of action taken, by HT reporting to SEND Governors.</p> <p>SENCO /HT</p> <p>SENCO attends conferences offered by Devon and local area hubs to increase skills and knowledge in this area.</p> <p>All staff offered opportunities for CPD in this area.</p>	<p>Ongoing</p> <p>Ongoing annually</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Head teacher reports SEND issues to the governing body. • SENCO becomes more confident in the delivery of SEND within the school and beyond
<p>Improving the Physical Environment of School</p>	<p>Targets</p>	<p>Strategies</p>	<p>Timescale</p>	<p>How will we know if the goals are achieved?</p>

<p>Short term</p>	<ul style="list-style-type: none"> • To continue to ensure that all members of the school community understand the Disability Discrimination Act in its application to schools: • To continue to safeguard and protect all disabled children and promote their well-being. • To continue to review provision in relation to the new Code of Practice & changes in provision and processes in Devon. • Improve staff awareness of hazards, and Sites & Building Committee awareness in forward planning • To ensure all relevant staff have training in using specialised equipment, relevant medical procedures, and manual handling. 	<p>Newsletter, Governing Body Agenda item, Staff meeting item</p> <p>Ensure the security and health & safety procedures within the school and grounds are second to none.</p> <p>SENCO/HT/Governors review provision in light of the new COP.</p> <p>Staff made aware of hazards</p> <p>Appropriate training available within staff development CPD.</p> <p>Epipen training for whole staff</p> <p>Ensure all personal risk assessments are in place and checked annually.</p> <p>Ensure First Aid Training on the staff team is up to date.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Chair of the resources committee reports to governors at AGM on hazards and accessibility to the school environment. • Liaison with school advisory service for physical disabilities and other external agencies by SENCO. <p>Further Action:</p> <ul style="list-style-type: none"> • All staff need to be updated annually on the implications of the Disability Discrimination Act
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<p>Medium term</p>	<p>Develop ourselves further as a Forest School.</p> <p>Continue to enhance the outside provision for pupils in the Early Years.</p> <p>Internal Improvements to the site to accommodate all pupils</p>	<p>Continue to embed Forest School work in all Key Stages</p> <p>Continue to develop the use of the EYFS playground to support and develop skills, particularly in PSED, CLL and active learning.</p>	<p>Ongoing</p>	<p>All classes access Forest School activities</p> <p>Early Years make good use of the creative play area created in the playground.</p> <p>Opportunities provided for language enriched experiences</p>
<p>Long term</p>	<p>Ensure in all future building improvement and development that access for disabled and SEND pupils is planned at the outset, where reasonable and practical due to the nature of our uneven site.</p> <p>External improvements to the site to accommodate needs of all pupils, where reasonable and practical.</p>	<p>SENCO, Head of School and Executive head to liaise with architects and contractors to make reasonable adjustments to plans where possible to support accessibility for all pupils</p>	<p>Ongoing,</p>	<p>Wherever possible, playground and building are accessible to all pupils.</p>
<p>Improving the Delivery of Information to SEN and Disabled Pupils</p>	<p>Targets</p>	<p>Strategies</p>	<p>Timescale</p>	<p>How will we know if the goals are achieved?</p>

<p>Short term</p>	<ul style="list-style-type: none"> • To ensure that all members of the school community are aware of the need to identify and allow for pupils who need information provided in alternative formats such as visual timetables, 'now, next, then' boards, etc • Improving curriculum differentiation so information is presented visually for those who need it. • Consultation with Parents / Carers and specialist outside agencies regarding needs prior to enrolment • To continue to work with Educational Psychology Service and a variety of service providers to facilitate swift and easy referral to support for all children in need. 	<p>Newsletter, Governing Body agenda item Staff meeting item Disability Equality Scheme</p> <p>Identifying current pupils and their needs in order to set future targets</p> <p>Visual timetables, signs and texts for pupils enlarged, visual symbols, dyslexia friendly, hearing support technology, etc.</p> <p>Sharing of information through website, prospectus, transition documents and information</p> <p>Liaison by SENCO and EYFS Lead with preschools and families (home visits) prior to pupils joining school. This also applies for pupils joining part way through their primary education, and at transition to secondary</p> <p>SENCO establishes and maintains good links with outside providers/agencies to improve the delivery of information to SEND pupils and their parents.</p>	<p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Governing body agendas and minutes displayed on website • Increased use of visual resources in classrooms including communication in print symbols. • Particular staff have links with preschool & secondary transitions and liaise with parents, settings and external agencies about communication needs. • Staff trained on alternative methods of communication, where necessary. • All classes have visual time tables where appropriate <p>Further Action:</p> <ul style="list-style-type: none"> • Prospectus needs to be available in different formats on the website. For example requesting a transcript in alternative language, larger font or auditory format, according to need. • Agendas for staff meetings and governor meetings need to be available and refer to aspects of the accessibility plan.
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<p>Medium term</p>	<ul style="list-style-type: none"> • Cascade training for all staff team on meeting the needs of individual pupils • To make use of the latest technology available within the school resources, • To continue to make use of Target Tracker system to record and track pupil progress 	<p>CPD Staff training allocation</p> <p>All staff, inc SENCO, using Target Tracker system effectively to monitor the progress of children with SEN.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • SENCO has record of training and cascades information to staff on a needs led basis. • SENCO and TAS to continue to attend relevant training. <p>Further Action:</p> <ul style="list-style-type: none"> • Parent / child evaluations relating to the way school provides information and resources for SEND pupils through surveys
<p>Long term</p>	<ul style="list-style-type: none"> • To continue to develop the role of ICT in providing alternative presentation of information, keeping updated on appropriate software. 	<p>Advice from ICT and SEND Advisory Teachers</p> <p>SENCO to work with ICT Subject Leader to develop and embed this.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • The role of ICT is seen to play a significant role in the effective delivery of SEND, with key pupils using technology as part of their everyday learning.