

## William Hildyard Church of England Primary and Nursery School

### Accessibility Action Plan September 2016 To be reviewed September 2017

Target Success	Action Planned	Success Criteria and key milestones of progress	Key people involved	Resources / cost
<p><b>Equality and Inclusion</b> Ensure that all policies consider the implications of disability access.</p> <p>Ensure that all staff are aware of, and able to use any SEN software or programmes</p>	<p>Consider during review of policies Audit of SEN resources and list is available to staff.</p> <p>Access and provide training on specific programmes and interventions, enlisting outside support where necessary.</p>	<p><b>On an on-going basis</b></p> <p>Policies reflect current legislation. All staff have knowledge of the programmes available in school.</p> <p>Key staff are identified to receive training and, where possible, this is cascaded to other members of staff.</p> <p>Appropriate, evidenced programmes of intervention are in place for pupils where needed</p>	<p>SLT, Development teams. SENCo,</p> <p>SLT.</p> <p>SENCo, teaching staff</p>	<p>Staff time</p> <p>Training time</p>
<p><b>Physical Environment</b> Support written recording of work</p>	<p>Purchase additional IT aids e.g. recordable books/iPads and mini recorders and other supporting</p>	<p><b>On an on-going basis</b></p> <p>Resources are renewed and supplemented. Money from budget share</p>	<p>SENCo and SLT</p> <p>SENCo</p>	<p>SEN time</p>

<p>through alternative methods for children with identified difficulties in this area.</p>	<p>materials e.g. writing slopes, pencil grips, specialist pens and pencils. Provide touch typing intervention as required. Continue to provide gross and fine motor intervention to aid written recording.</p>	<p>is used effectively to purchase resources in this area.  Staff continue to be aware of specific intervention programmes.  Children's needs are identified on provision maps and provision is in place.</p>	<p>CPD / Teaching Staff  SLT- Class Teachers</p>	<p>Support staff time to deliver intervention programmes.</p>
<p>Ensure that school continues to be fully accessible to disabled children, staff, parents/carers and other users of the building.</p>	<p>Elicit advice as required from specialist outside agencies e.g.STAPPS, SEN IT support. Provide opportunities for staff training as required. Ensure that gathering information about disability forms part of the admissions and recruitment processes and indications that there are additional needs are followed up by a member of the SLT.  A risk assessment is carried out when school is notified of any short-term</p>	<p>Staff are kept abreast of interventions and support strategies and implement these. Children's needs are identified on provision maps and provision is in place.  School responds to the needs of individuals carrying out a risk</p>	<p>Year Group Teachers SLT SENCo</p>	<p>Time to attend courses.  Cost implications if changes to the physical are needed.  Time to carry out risk assessments and to liaise with</p>

	<p>medical need e.g.following an operation or accident.</p> <p><u>September 2016</u> Disabled access via a ramp is required to the school library.</p>	<p>assessment as necessary, identifying any reasonable adjustments which need to be carried out to either the fabric of the building or daily routines. The building remains fully accessible to all users.</p> <p>All users, both children and adults, have access to the school library</p>	<p>FG to speak with County Building Inspector and with Diocesan Business Manager for best solution</p>	<p>medical staff.</p> <p>Possible use of Devolved Formula Capital prior to end of current financial year.</p>
<p><b>Delivery of information</b> Ensure equality of access to written materials.</p>	<p>On-going involvement from SISS to support pupils with visual or auditory impairment. Ensure that written materials are adapted in a number of ways e.g. modification through font size and print format, and that modified materials are sought for children with visual impairments where necessary. Enlist support from Social Communication Outreach to identify children who</p>	<p>Staff are kept abreast of interventions and support strategies and implement these. Children’s needs are identified on provision maps and provision is in place. School responds to the needs of individuals carrying out a risk assessment as necessary, identifying any reasonable adjustments which need to be carried out to either the fabric of the building or</p>	<p>All staff/ SENCo/CPD  . All staff SENCo</p>	<p>Training time.  Time to liaise with outside agencies.  Modification time.</p>

	would benefit from visual timetables.	daily routines. The building remains fully accessible to all users.		
<p><b>Evaluation/Impact</b>  <b>May 2017</b>  <b>Equality and Inclusion</b>  SEND legislation to continue to be included as part of a review of all policies.  Quality and quantity of resources to be audited.  New resources to be identified for children with medical conditions</p> <p><b>Physical Environment</b>  Alternative methods of recording to be purchased – iPads and Netbooks with headphones  All year groups to have a stock of pencil grips which they can routinely use as a first level intervention.  Executive Headteacher to meet with Building Inspector with regards to a ramp to the new library</p>				