

Inspiring Futures: Making Memories

Learning creatively with;

High expectations; Integrity; Respect; Resilience & Determination TOGETHER



Accessibility Plan

School Name Springfield Primary School

Dates: From November 2017 To: November 2020 (3years – to be reviewed annually)

Outcomes for groups of children and young people (COP)	Accessibilit y Planning Code C- Curriculum E- Environmen t I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access and provision for all pupils with SEND.	C E I	Provide training for staff so they are better equipped to meet the need of SEND pupils in all areas. Consider how early years good practice on independence can be rolled out through the	SENDco, in discussion with A2E staff EYFS Lead, SENDco & SLT	Funding/hours to pay for training Specialist resources needed to	<ul style="list-style-type: none"> • Training register • Application of training evident in planning, ITPs and classroom environment. • Progress on the Language and Literacy Continuum • Lesson observations & learning walks record evidence of pupil 	Ongoing



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		<p>school for SEND pupils</p> <p>Provide more clubs for SEND pupils to participate in by making the necessary adjustments</p>	<p>SENDco & Snr Deputy Head teacher</p>	<p>cultivate independence</p> <p>Specialist resources needed for SEND pupils to access the activity</p>	<p>independence.</p> <ul style="list-style-type: none"> Lunchtime clubs and after school club registers show improved SEND pupil participation Observations of clubs show SEND pupils accessing a variety of activities. 	
<p>To improve access, progress and participation for children with communication and interaction needs</p>		<p>Train all the early years' staff and the SENDCo on how to use Makaton to communicate with SEND pupils.</p> <p>Provide higher level Makaton training for the Early year's leader.</p>	<p>SENDco</p>	<p>Cost of Makaton Training Makaton resources</p>	<ul style="list-style-type: none"> Makaton training delivered and all staff using Makaton in lessons/planning to aid pupil communication. EYFS leader overseeing the use of Makaton in lessons and sharing good practice All staff training is kept up-to-date and monitored by the EYFS leader. 	<p>March 2018 on ongoing</p>
		<p>To explore the possibility of a speech and Language therapist.</p> <p>To assess the speech & language needs of pupils</p>	<p>SENDCo</p> <p>Speech & Language</p>	<p>Cost of speech and Language therapist</p>	<ul style="list-style-type: none"> Improvement in pupils' speech and communication across the curriculum. Progress on the 	<p>July 2019</p>



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	<p>and set appropriate targets improve communication.</p> <p>To train teaching assistants to plan and deliver a programme of support meeting the needs of pupils assessed.</p>	<p>Therapist</p> <p>Speech & Language Therapist & SENDco</p>		<p>Language and Literacy Continuum</p> <ul style="list-style-type: none"> Evidence of training for support staff seen via staff training register, course materials, planning and pupil progress on the audit continuum 	
	<p>To support pupils with communication and interaction difficulties during playtime & lunchtimes.</p> <p>Monitor the impact of play leader support</p>	<p>SENDco / Learning Mentor CAT</p> <p>SENDco / Learning Mentor</p>	<p>Cost for CAT Play leaders Play equipment</p>	<ul style="list-style-type: none"> Programme put in place by SENDco/CAT and delivered by learning mentor & play leaders Observations by SENDco & learning mentor show evidence of impact Progress on the Language and Literacy Continuum Pupil voice 	<p>Spring 2018 on going</p>
	<p>To update the Tier 1 AET training for all staff to support pupils with communication and interaction difficulties.</p>	<p>CAT/ SENDCO</p>	<p>Training facilities</p>	<ul style="list-style-type: none"> Staff training register Course materials Evidence of training being applied in planning and teaching. 	<p>Summer 2019</p>



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To improve access, progress and participation for children with sensory and physical needs	Annual update of training from support services for VI and HI to support teachers to meet pupils needs	SENDCo HI & VI team	Cost to cover teachers for training.	<ul style="list-style-type: none"> Meetings held and reports shared with teachers of identified pupils. 	Ongoing annually
	To review the processes in place for evacuation procedures for identified pupils.	SENDCO Site manager	Time to meet with site manager	<ul style="list-style-type: none"> Written statements and procedures for evacuation in place. Pupils identified in the procedures Plans shared with all stakeholders- see register 	Update pupils-ongoing
	Replace whiteboard screens with LED screens for VI pupils	ICT Lead Site manager ICT Technician	LED Screens	<ul style="list-style-type: none"> LED screens included in new build plans for the school LED screens for VI pupils in place Pupils able to access lessons taught on the IWB 	2019/2020
	To ensure handrail height is considered in the new build for identified pupils.	SENDco/ Site manager		<ul style="list-style-type: none"> Plans for appropriate handrail height included in new build plans for the school Stairs are easily accessible for identified pupils 	2019/2020



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To improve access, progress and participation for children with cognition and learning needs		To continue to monitor the effectiveness of the ITPs and to embed the graduated approach.	SENDCo & PSS	Cost of support from PSS	<ul style="list-style-type: none"> ITPs, continuums and the graduated approach used consistently across the school. Monitoring review sheets show clear targets, time scales and evidence of improved provision. 	Ongoing termly
		To review the provision of resources for pupils with cognition and learning needs.	SENDCo	Cost of new resources	<ul style="list-style-type: none"> New resources for SEND in place Planning shows how and when resources are being used. Lesson observations and learning walks identify good use of resources to maximise learning. 	Autumn term 2018-ongoing
To improve access, progress and participation for children with social, emotional, mental health needs		To explore the possibility of working alongside the Educational Psychologist to improve the provision for identified pupils.	SENDCo Educational Psychologist	Cost/hours for Educational psychologist	<ul style="list-style-type: none"> Audit of needs, action plan and specialist provision in place. Improvement in ability to cope with school life observed by SENCO/Learning mentor/Class teachers. 	2019 ongoing
		To start a mental health and well-being intervention group using the 'Friends for Life' programme.	Learning mentor	Cost for 'Friends for life' resources Cost for 'Friends for life' training	<ul style="list-style-type: none"> Pupil voice Reduction in anxiety levels with a marked 	Ongoing



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				course	improvement of pupil participation in class.	
		To review the provision of children with SEMH needs using section 7 of the inclusion standards	SENco and SLT	NA	<ul style="list-style-type: none"> • Clear actions in place to address gaps from the inclusion standards review. • Evidence of actions being implemented 	
		To explore the possibility of working alongside Malachi Trust to provide behaviour therapy for pupils and support for parents.	SENDCO Malachi Trust	Funding for weekly therapy	<ul style="list-style-type: none"> • Notes from Malachi Trust showing progress in pupils' behaviour • Pupil voice • Observations from teachers/parents on improvements in pupils' behaviour 	

