



THREE YEAR ACCESSIBILITY STRATEGY ACTION PLAN 2016 – 2019

	Time Scale	Responsibility	Monitoring	Success Criteria
To liaise with external agencies such as the Educational Psychologist and Health Authority professionals regarding pupils with a health-related disability and include advice in SEND provision and Health Care Plans.	2016-2019	SENCO	HT Gov Body	Accurate information and appropriate support strategies for pupils with a health-related disability.
To set attainable targets for pupils with disabilities and monitor their progress towards achieving them.	2016-2019	SENCO	HT Gov Body	Accurate planning and targets related to P scales / School Pupil Tracker Differentiation is used effectively in class.
To further refine monitoring and evaluation process with a particular reference to progress and outcomes for pupils with disabilities.	2016-2019	SENCO	HT Gov Body	Accurate and readily available data on progress and outcomes for pupils with disabilities.
To use the school pupil tracking system to monitor and evaluate impact and outcomes for all groups of pupils including pupils with SEND	2016 - 2019	SENCO	HT Gov Body	Pupils with SEND have provision accurately recorded. Progress and achievement is monitored for all groups.
To improve physical access to the school wherever possible. (we recognise that because of the age and design of the building this may not be possible in all areas)	2016- 2019	HT SBM	Gov Body	When work is being under taken around the site, be mindful if any changes could be made. E.g. replacing flags and creating a tarmac slope.
To ensure that all school trips and visits are accessible for pupils with learning or physical difficulties through forward planning and risk assessments	2016-2019	EVC SENCO Class Teachers	HT Gov Body	All pupils are included on all trips and visits.
To ensure staff training and development is up to date and continues to meet the needs of all pupils with SEND	2016-2019	SENCO, SLT All staff	HT Gov Body	Training is planned and appropriate to the needs of pupils.

To provide any specialist equipment which will promote independent learning and skill development (headphones, writing slopes, pencil grips, specialist seat etc)	2016-2019	SENCO SLT All staff	HT Gov Body	Equipment ensures access to learning and develops independent learning skills.
To meet the needs of individuals during statutory end of Key Stage Tests.	2016-2019	Y6 Staff SLT	HT Gov Body	Pupils will be assessed in accordance with regular classroom practice. Additional time, use of equipment etc will be applied for based on guidance.
To ensure stakeholders can access information.	2016-2019	SENCO	HT Gov Body	Written information will be provided in alternative formats as necessary. Parents with a disability have access to pupil progress information.
To improve access to school site by users with a visual impairment.	2016-2019	SENCO Site Staff SBM	HT Gov Body	Environmental audit completed annually by Educational Mobility Officer from VI Team. Recommendations actioned. Ongoing maintenance of site to include repainting of yellow lines on steps and edges. Classrooms chosen for easier access to meet learning needs of VI pupil/s
To ensure defibrillators are accessible on site	2016-2019	Site Staff SENCO	HT Gov Body	Staff are aware of their location and know how to use them
To ensure staff are trained to meet any medical needs of the pupils	2016-2019	SENCO All staff	HT Gov Body	Training is undertaken annually to ensure medical needs are met. E.g epipen training, diabetes etc

Consultation with Partners	Time Scale	Responsibility	Monitoring	Success Criteria
To continue to improve consultation which actively involves all stakeholders, particularly pupils with disabilities and their families.	Ongoing	SENCO	HT Gov Body	Effective, agreed consultation mechanisms in place.
To establish systems which ensure that the views and experiences of pupils with disabilities and their families are influential in improving accessibility at St Mary's	2016-2019	SENCO	HT Gov Body	Survey / feedback leads to greater accessibility. SEND specific questions included on annual parental questionnaire.

Increasing Access to the Curriculum	Time Scale	Responsibility	Monitoring	Success Criteria
To continue to support the greater differentiation of materials and increased sensitivity to different learning needs to meet all pupils' needs. Scaffolds and learning kits on tables. To continue to support the development of Quality First Teaching throughout all key stages. To continue to refine and monitor layered interventions as part of whole school intervention strategies.	Ongoing	SENCO	HT Gov Body	Evidence of appropriate Intervention in school. Monitoring shows acceleration in rates of pupil progress. Increasing numbers of pupils achieve thresholds.
To continue to support all teachers and support staff through planned professional development and training opportunities to understand and be able to respond to a wider diversity of pupils' needs.	2016-2019	SENCO	HT Gov Body	SENCO plans CPD& INSET.
To continue to ensure St Mary's meets all statutory requirements and update policies and practices appropriately.	2016-2019	SENCO	HT Gov Body	Monitoring shows statutory policies & Procedures are in place.
To continue to ensure that School Governors are supported in Developing and exercising their responsibilities under the DDA.	2016-2019	Governing Body	HT Gov Body AHR	Governor training attended. Use of internet/ LA briefings Governor updated and ensures DDA in line with legislation.
SENCO work is integrated into strategic planning. Information regularly updated.	2016-2019	SENCO	HT Gov Body	Training / updates for SENCO's & INCO's Cluster meetings attended LA briefings/ training SLT input
Develop tracking systems which demonstrate progress for all pupils, including those with disabilities and ensure data is used to inform effective provision.	2016-2019	SENCO	HT Gov Body	P scales, School Pupil Tracker used appropriately to track pupil progress. Case studies used to capture small steps progress of pupils with SEND All data systems integrated to ensure appropriate interventions and monitoring of progress and achievement.

Increasing Access to the Curriculum	Time Scale	Responsibility	Monitoring	Success Criteria
To continue to secure effective target-setting and tracking including summative review as part of monitoring and assessment for all pupils, including those with disabilities, to ensure intervention and provision is evidence based. School Focused Plans [SFPs] / RAPs used where required.	2016-2019	SENCO	HT Gov Body	Monitoring shows interventions are needs-led and data-informed. High expectations are embedded through evident target setting.
Regular / revised training for all teaching staff in teaching pupils with hearing impairment; HI TOD to lead training on use of transmitter and general understanding of the needs of a HI child	Annually	SENCO	HT Gov Body	All staff are familiar with strategies to support HI children in class
Regular / revised training for all teaching staff in teaching pupils with visual impairment; VI Teacher to lead training on general understanding of the needs of a VI child	Annually	SENCO	HT Gov Body	All staff are familiar with strategies to support VI children in class
To continue to provide support, training and guidance for all Staff to ensure curriculum diversity and entitlement for all pupils, including those with disabilities. To continue to develop capacity in mainstream through the support of leading practitioners and specialist teachers / teams	2016-2019	SENCO	HT Gov Body	Specialist agencies continue to provide guidance and model examples of effective provision. Best practice shared through cluster.
To ensure that focus is on the development of holistic Access rather than individual 'reasonable adjustments'.	2016-2019	SENCO	HT Gov Body	School access plans have clear focus in respect of access for disabled pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils; review furniture and equipment layout to support the learning process. Use of visual timetables and multi-sensory approach	Annually	SENCO All Staff	HT Gov Body	Pupils have ready access to a range of resources to support their learning, increasing access to the National Curriculum

Ensure all pupils with SEN have provision in place and this is recorded and reviewed on School Focused Plans; this forms a key part of planning for pupils with SEN	Termly	SENCO All Staff	HT Gov Body	School Focused Plans in place and reviewed at least termly.
Review TA deployment; adult support is matched to meeting needs of pupils effectively. Support is available during key times for individual pupils e.g. PE, lunchtime, trips and visits etc.	Termly	SENCO SLT	HT Gov Body	Children who need individual adult support have appropriate access to it.
Training for staff in the identification and teaching of pupils who have dyslexia. Staff are familiar with strategies and dyslexia friendly approaches including multi sensory approaches.	On-going	SENCO	HT Gov Body	Pupils with dyslexia make good progress. Access to learning improves. Good practice shared with colleagues.

Improvements to the Physical Environment of School	Time-scale	Responsibility	Monitoring	Success criteria
Plan	Revisited Each year	SENCO	HT Gov Body	School Accessibility Plans Reviewed and updated.
Obtain feedback about access to the physical environment from Parents and people with disabilities and evaluate progress.	2016-19	SENCO	HT Gov Body	Stakeholders are involved in assessing impact.
To continue to consider acoustic properties of school building To purchase soundfield system/s	Annually 2016	SENCO	HT Gov Body	Acoustic survey undertaken by teacher of deaf confirms suitability. Soundfield systems located where they are needed most.
To maintain and where necessary extend the yellow edging to external steps and contrasting edge to internal steps around school.	Annually	SENCO	HT Gov Body	Safe movement of pupils with visual disabilities around school.
To continue to consider the needs of visually impaired pupils when developing the school environment.	Annually	SENCO	HT Gov Body	Safe movement of pupils with visual disabilities around school
To ensure governor awareness of disability legislation continues.	Ongoing	SENCO	HT Gov Body	Governors understand their statutory duties.
To develop systems for provision, maintenance, storage of equipment.	Ongoing	SENCO	HT Gov Body	Agreed protocols are in place and in use.

Information in Alternative Formats	Time Scale	Responsibility	Monitoring	Success criteria
<p>To continue to provide equipment and support information in alternative formats to disabled pupils or parents /carers as required. The school will make itself aware of the services available through the LA for converting written information into alternative formats</p> <p>This refers to specified pupils / parents with disabilities– e.g. writing materials, ICT, braille</p>	On going	All school staff to be aware	HT Gov Body	The school will be able to provide written information in different formats when required for individual purposes
<p>To monitor current support arrangements and advise on any identified gaps in provision as and when they may arise – e.g. survey parents and seek opinion as to how to improve / change format or method of communication</p>	2016-2019	SENCO	HT Gov Body	Information needs of disabled pupils, parents and carers appropriately met
<p>The school moves towards an electronic method of reporting to parents</p>	Summer 2017	SLT	HT Gov Body	Electronic reporting to parents