Sale and Davys Accessibility Plan 2020/21

Improving access to the curriculum

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| Target | Action | Lead Responsibility | Resources and costing | Performance indicators | Monitor and review | Evaluation |
| Short term | Planning in allyear groups isdifferentiated andresourcesavailable to aidchildren ifrequired. Teaching assistants’ groups to be high- lighted on planning | Class Teachersand TeachingAssistants supportchildren in class. Teaching Assistants and Class Teacher to teach a variety of ability groups over the week. | Wherever possible Every class to have teaching Assistant support for English and Maths.  | School’s tracking data shows that children make good progress or better from their starting point.ASP data shows at least good progress from Key Stage 1 to key Stage 2 | Headteacher tocollect weekly planningto check for differentiation.Planning folders available for co-ordinators to monitor. Headteacher to observe lessons informally and formally to check differentiation and deployment of teaching Assistants. | Evidenced in IEPplanning |
| Short term | To use andconsistently applya range ofteachingstrategies (Visual,Auditory andKinesthetic) to supportdifferent learning styles. | Class teachers and teaching Assistants | Specific training linked to learning styles. Sharing good practice. Coaching. | All children willhave their needsmet and be able toaccess thecurriculum in theway that theylearn best | Formal and informal observations by the Headteacher show that a range of different teaching styles are being used | PlanningLesson observations |
| Short Term | To provide a range of ICT equipment to enhance teaching and learningWhite Rose Maths | ICT Co-ordinator and Headteacher | Linked to the Buildings and Capital plan. Rolling programme for replacing computers. | Computers and Ipads used to support learning and evident on plans. | ICT equipment regularly used and this is shown on planning | Evidence on planning |
| Short term | Specific Risk Assessments will be carried out on a regular basis for any special events and or visits to ensure access to all outside learning activities. | EVC/ Class teacher | Pre-visitsEvolve | All risk assessments complete. All children have access to trips. | All risk assessments completed and signed by staff/parents attending visits. These are filed in EV folder. | On-going |
| Medium term | To review the new curriculum to ensure that it meets the needs of all children. SEN children are not removed from the same lessons each week. | Headteacher and Co-ordinators to review at the end of the year. | Inset training and staff meeting time | Rolling programme amended if necessary and new programmes put into place. | Subject leaders and Headteacher to monitor throughout the year. Parents and children’s questionnaires. | Summer 2019 review to take place |
| Long term | Investigate and purchase Resources forchildren withspecific disabilitiesto enable them toaccess thecurriculum. | Headteacher/SENCO/ClassTeachers andTeachingAssistants | Equipmentrequired for aspecific disability,advised by outsideagencies. | Child/children willhave equal accessto the curriculum | Headteacher/SENCO |  |

Improving the Physical Environment

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| Target | Action | Lead Responsibility | Resources and costing | Performance indicators | Monitor and review | Evaluation |
| Short term | Ensure that all classrooms and corridors are clear of clutter so that a wheelchair can move easily around  | Class teachers? Teaching assistants |  | Specific areas will be identified through learning walks and health and safety walks. | Health and safety Governorheadteacher | Health and safety report |
| Short term | Maintain alarm testing for auditory | HeadteacherCleanersHealth and safety Governor | Meeting time | Alarm tests are logged by the caretaker.Headteacher carries out regular fire drills. These are logged. | Logged tests | Log books |
| Long term | Create sensory areas/ quiet areas in the playground for children who need quiet and calm spaces. | Headteacher | £500 | Quiet spaces available to children | Playground observations show that these are being used. | observations |

Improving the Delivery of Written Information

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| Target | Action | Lead Responsibility | Resources and costing | Performance indicators | Monitor and review | Evaluation |
| Short term | Continue to ensure written materials/ information can be provided in a range of formats if required e.g. large print | Office staff and Class teachers | Specific outside agencies | All have access to written information. | Headteacher/ SENCO | Website NewsletterText messaging service |
| Medium term | To seek advice when appropriate from outside agencies about alternative forms of written information. | Headteacher | Time to meet with outside agencies. | Create a contacts list | Headteacher | On-going |
| Long term | To constantly review the needs of the school community in order to ensure that all can access written information | Headteacher and office Staff |  | Parents and school community to complete Ofsted questionnaires | Share results of the questionnaires with Governors  | On-going |