

## Accessibility Plan

**School Name** New Hall Primary School

**Dates: From** June 2019 **To** June 2022 **(3 years – to be reviewed annually)**

Outcomes for groups of children and young people	Accessi bility Planning Code C- Curriculu m E- Environm ent I- Informati on	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
<b>To improve access, progress and participation for children with special educational needs, disabilities and or medical conditions.</b>	C	Staff to complete Competency Audits sent out by CAT to feed into future CPD.	CAT Team SENCo Lead Practitioner	Photocopy Audit Competency	Competency Audits completed.	
	E	Carry out an annual environmental walk with BSM	SENCo BSM	Environmental Walk Template		
	E	Ensure early identification of SEN and/or medical needs prior to children and parents joining school.	HT DHT SENCo			

	E, C, I	Ensure that all school trips and residential visits are accessible for all pupils.	HT DHT SENCo CT	Time Risk assessment		
	C  E	Ensure alternative methods of presenting information and recording are offered to children with special educational needs and/or disabilities.	Sensory Support (VI, HI) PSS Ed Psych	Coloured overlays I pads Laptops Scribe Reading pens Recording speech bubbles Talking suitcase	Evidence of children's work. Discussions with pupils.	
	C, I.	Ensure children with special educational needs and/or disabilities have Single Page Profiles which are shared with relevant staff.	All Staff	Time	IEP monitoring	
		Carry out a whole school audit of signage around school.	SENCo BSM	Plan of school. Agreed signs for consistent use around whole school.		
	E,C	Ensure all staff are aware of how to change background colour of IWBs to off-white or blue; Follow dyslexia friendly guidelines for the classroom.	SENCo All staff	Time Training	Monitoring	
<b>To improve access,</b>	C	Continue to offer	Assistant Head	CAR Meeting	Meetings,	

<b>progress and participation for children with Social, Emotional and Mental Difficulties.</b>		referrals to Our Place mentors for any children exhibiting SEMH needs.	Pastoral Manager SENCo		support identified.	
	C	One member of staff to receive Mental Health First Aid Training.	Pastoral Manager	Cost of training and time		
	C	Provide reactive support for children displaying SEMH difficulties during the school day.	Pastoral Manager, SLT SENCo	Behaviour reflection sheets Calm down resources Quiet space Personalised charts Focus on desired behaviour	CAR meetings On going monitoring Refer to outside agencies	
	C, I	Wellbeing team look at ways to enhance the wellbeing of pupils and staff throughout the school.	Wellbeing Team SLT	Time to allow WBT to meet Wellbeing week/mental health activities shared throughout during designated week Encourage pupils to use breathing exercises each day and when under pressure, feeling stressed		
<b>All data is recorded and analysed in a regular and systematic way and is used to inform the</b>	I, C	Use Toolkit Progress Tracker to track progress Specialist Support pupils	SENCo All staff.	Time	TPT being used throughout school to record progress of children at	

<b>development plan.</b>					Specialist Support	
<b>To improve the use, knowledge and expertise of a full range of specialists and external agencies to plan strategically, deliver inclusive practice, and implement a graduated response.</b>	I,C	Share knowledge and training from outside agencies identified to support individual pupils, class teachers, TAs and parents.	SENCo TAs	Discussions with outside agencies, class teachers and pupils. Information shared with parents to enable them to access support.	TPT updated each term and data feeds into IEP, planning meetings, graduated approach	