



**School Name** Greenholm Primary School **Accessibility Planning Objectives**

**Dates: From** June 2019 **to** June 2022

**Accessibility Plan Code**

C: Increasing the extent to which everyone can participate in the school curriculum

E: Improving the physical environment so everyone can take advantage of education

I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead Person)	Resources		
To ensure that SEN&D pupils feel safe and valued in school	E, C, I	Create quiet activity spaces/zones at lunchtime. Involve pupils in ideas and planning New playground design to consider needs of all pupils	Deputy Head/Inclusion Manager	Planning time. Budget for development quiet outdoor/indoor space including signs and accessible information	Measure records kept in Incident log – highlighting incidents relating to bullying.  Feedback from survey on pupil views on bullying  Discuss impact of changes in pupil focus groups.	June 2019 to April 2022
		Whole staff training on awareness raising re. bullying and disability	Inclusion Manager to discuss with A2E teams	Allocate half a training day. Budget for training		
		Develop opportunities for structured play activities for all pupils at lunchtime	Deputy Head	In house Training for lunchtime supervisors.		
		Build awareness of diversity through PSHE e.g. Circle Time/ Paths/SEAL/UNICEF...	Inclusion Manager and class teachers	Resources to support planning for class teachers. Time for planning to development of ideas and consistency of messages		

To increase the participation of pupils with SEN and D in extracurricular activities	E, I	Work with staff running extracurricular activities to develop ideas for improving the environment, make reasonable adjustments and improve access to information	Inclusion Manager/Senco	Book use of Community room for meetings. Time allocated for meetings. Identify budget to support making reasonable adjustments.	Registers from extracurricular activities  Golden Time Activities: Movers and shakers(Gross motor) Board games Memory games	June 2019 On-going
		Work with Out of School Club to ensure wrap around care is available for children with SEN & D	Inclusion Manager BASC practitioners	Training around including children with SEN & D		
		Consult with parents/carers and pupils – focus group activities. Discuss strategies with A2E consultants regarding specific pupils.		Book Community room for meetings.	Registers from BASC	
To increase the number of disabled/ SEN/ vulnerable pupils accessing homework support.	C, E	Consult with targeted pupils and their parents/carers to raise awareness of concerns and share ideas. Liaise with Staff to share information from home- school links  Share outcomes of consultation with SMT.	Senco/Inclusion Manager	Planning time for consultation ideas – focus group.	Record/register of number of disabled, SEN and vulnerable pupils accessing homework support	June 2019 – Ongoing
		Consult with A2E	Senco/Inclusion Manager	Time		

		Teams to consider strategies that would support specific disabilities (e.g. Communication and Autism, Sensory Support, EP)		Budget to make any recommended reasonable adjustments		
To improve access to the site for children with physical disabilities	E	Complete and audit of the site with outside agencies	Senco HT/Site Manager	Time		
	E	Progressive plan to replace all pupils furniture with suitable tables/chairs appropriate to each age group	HLTA to research with BSM	Cost to be budgeted	All new furniture to be matt finish	On-going
To improve the progress and participation for children with SEN&D	C, E, I	Ongoing INSET of staff for Autism, social and emotional needs from Education Psychologist and PSS for cognition and learning.	Inclusion Manager	In communication with the CAT/EP/PSS	School Progress data Pupil feedback Class teacher observations Reports from OA	On-going
	C, E, I	Developing one page profiles for all children with SEN & D	Senco	Training session for staff		On going
	C, E, I	Extending the use of visual supports/timetables to sequence activities throughout the school	Lead Practitioner for A2E	Resources identified Support from CAT		On going
	C,E,I	To sign post parents for appropriate support offered by OA	Senco			On going
	C,E,I	Social group/individual support for children	Senco Pastoral Team	Identified members of staff		On going
To make to school more accessible and improve outcomes for children with a visual impairment.	E	Renew highlighting of internal and external steps, curbs and stairs with a 3 inch strip on the tread of either	Site manager	To be costed	Pupil tracking Pupil feedback Parental feedback Classroom teacher observations	By Sept 2019

		white or yellow (paint or tape)				
	C, I	To update and maintain the quality of projectors used for interactive whiteboards so the contrast is better. Replace with more current digital televisions for easier visibility access.	DH	To be costed		By Sept 2019 and on-going
	C, E, I	To purchase at least one matt finish table for each classroom and ensure all tables renewed are matt finish and suitable height.	DH	To be costed		
To make the school more accessible and improve outcomes for children with a hearing impairment	E, C	To install lower acoustically treated ceilings in all new builds or refurbishments	SMT and Site Manager	Costs to be agreed – discuss with contractors	Pupil feedback Pupil tracking	Ongoing
		Training for teachers and TAs in awareness raising of classroom strategies for pupils with HI – e.g. good lighting, position in classroom, use of FM systems, noise awareness	Inclusion manager	Discuss with Sensory Support team		Ongoing