

# **Chagford Church of England Primary Accessibility Plan 2020 - 2023**

DATE OF ADOPTION: December 2020

DATE OF NEXT REVIEW: December 2023

TO BE REVIEWED BY: SENDCo/SLT



## Chagford CE Primary School Accessibility Plan 2020 - 2023

### Strand A – Increasing the extent to which pupils with a disability can participate in the school curriculum

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To ensure that all members of the school community have access to the Disability Discrimination Act and the updated Accessibility Plan.	Copies of documentation are disseminated to all staff. Disability discrimination act will be a supplementary document to the accessibility plan.	Spring Term 2021	All staff are aware of the accessibility plan and the targets that we will be working on.	EU/DB	Admin time
To ensure that all members of staff are fully aware of the obligation to provide an inclusive education by appealing to different learning styles and abilities within the planning of activities and the nature of tasks given to children.	Planning will show evidence of a range of activities which will support different learning styles and adaptations for specific needs are evident. Resources will be differentiated appropriately for children as and when required.	Ongoing	Range of learning styles will be evident in planning and activities/resources, where relevant, will be tailored towards the child's style of learning.	SENDCo/TP	PPA time
To ensure that children of all abilities can access home-learning aimed at supporting their learning outside of school.	Staff continue to provide appropriate home-learning which is adapted to meet all children's needs. Use of paper based and Google Classroom, and subscription-based programmes.	Ongoing	All children can access relevant home learning tasks.	All staff	N/A Nessy subscriptions
To ensure that Extra Support Plans are created for disabled pupils which focus on their individual needs.	Targets within the Extra Support Plans will be linked to reports/ comments/ recommendations made by professionals involved with the children. Teachers to be reminded about the importance of referring to multi-agency targets and reviews show evidence of this having occurred.	Spring 2021	Quality of Extra Support Plans continue to improve and are more specific to individual children and their needs.	All staff SENDCo	SEND time for review PPA time Parent mtg
To ensure that Provision Maps & Extra Support Plans include all	SENDCo to check that Provision Maps & Extra Support Plans include all updated SEND interventions.	On going	Staff are aware of the different interventions that are	SENDCo/All staff	Parent mtg PPA time

relevant interventions at wave 1,2 and 3.			available at South Tawton for a wide range of needs.		
To continue to provide for the child's social and emotional wellbeing through a range of interventions aimed at supporting development within and outside of school, supported by parents and people working with the child.	All staff to be trained in use of Boxall Profile. PSHE programme to continue. TAFs to continue. Attachment based mentoring with BR Pastoral sessions with TA	Ongoing	Children with social and emotional needs are provided for in an appropriate manner.	All staff	SLT time
To ensure that all staff are familiar with the use of Boxall Profile approaches, interventions and practical ways of working.	SENDSCO to provide Boxall Profile training for staff	Annually	Staff are using nurture activities with their children.	SENDSCO	Time for training
To ensure that all staff have a working knowledge of individual behaviour plans	Simplified overviews written and displayed in staff room. MTA meetings to share updates	Ongoing	Consistent approach by all staff	Class teachers	Time for training
As required, refresh staff knowledge of the Positive Handling techniques regarding behaviour management.	For key staff to be trained on a regular basis. Ensure all staff are successfully employing techniques, record keeping as appropriate and the school policy is adhered to.	As required	Positive handling continues to be used very effectively at Chagford to manage children with behaviour needs as required.	TP/SENDSCO	Cost of training.
Pupil profiles are completed for pupils on the SEND register.	Appropriate staff to meet with next class teacher to pass on relevant information.	Spring Term 2021 and ongoing	Transition procedures are efficient and effective	Class teachers SENCO	Staff meeting time (twilight)
To ensure that Quality First Teaching strategies is commonplace and named children will have their curriculum presented in a multi-sensory way and that they have sensory input provided to prepare them for learning.	On-going support, training and advice accessed from external agencies	On-going	There is evidence in planning and pupils are making at least expected progress	Class teachers	PPA time

To make the SEND resources more accessible and to ensure that all staff are aware of their potential uses.	Dedicated space in the SEND office for resources	Spring 202	Evidence of appropriate resources being used in individual and group work with children.	SENDCo	
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## Strand B – Improving the Physical Environment of Schools

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To regularly review using the school's access self-audit questionnaire to determine school priorities and needs.	Document reviewed on an annual basis.	Annually	Evidence of objectives met and new targets established.	EU MAT H&S and Estates Leads	
To ensure the efficient and effective maintenance of current modifications for disabled access.	Where relevant, and based on evidence from outside observation and report, alterations will be considered.	When required	School environment is appropriate for the needs of children within the school.	EU MAT H&S and Estates Leads	
To ensure that all future building work takes account of disabled access.	Where relevant, and based on evidence from outside observation and report, alterations will be considered.	When required	School environment is appropriate for the needs of children within the school.	EU MAT H&S and Estates Leads	
To ensure that school managers and governors with responsibility for buildings are aware of how to access appropriate building modifications as required for pupils with specific needs.	Where relevant, and based on evidence from outside observation and report, alterations will be considered. Specialist support will be accessed as required.	When required	School environment is appropriate for the needs of children within the school.	EU MAT H&S and Estates Leads Governors	
To ensure that school devices have relevant software which can be used by a range of children with a variety of needs.	For SENDCo to continue to consider the range of apps that are available for SEND children.	On-going	Computing applications are available which support the children with the development of key skills.	SENDCo	Cost of subscriptions

## Strand C – Improving the Delivery of Information to Disabled Pupils

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To continue training of staff in relation to speech and language development.	Ensure all necessary staff are appropriately trained and have relevant updated schemes of work to use. Early identification will continue through the assessment of all children when they arrive in reception (speech and language link). TAs to deliver speech and language interventions used to target children with a range of needs.	On going	All children are receiving appropriate speech and language provision. Staff are trained in the delivery of these programmes.	SENDCo	Speech link subscription Language link subscription TA Time
To expand the library/reading books to reflect a positive image of disabled people and to provide all children with appropriate reading material	To purchase a wider range of books linked to and containing images of disabled people. To purchase/or hire enlarged books for KS2 readers. To have books in the library which contain makaton symbols.	Summer 2020	For appropriate books to be contained in the library which promote disabled people.	TP	Devon Library resources
To continue to increase the use of specific computing software to support the needs of children with SEND.	We will continue to gain advice on the different resources available to support SEND through Computing.	Ongoing	Appropriate and relevant SEND software is used with the relevant children.	SENDCo	Nessy Subscriptions
To ensure that SEND children are aware of protocol for fire evacuation.	PEEPs will continue to be used where relevant. To investigate the possibility of visual prompts in the classroom to support what needs to happen in the event of a fire.	Ongoing	All children who require a PEEP have this and consideration is given to the support required for SEND pupils.	TP	