

ST. JAMES PRIMARY SCHOOL (B21) - ACCESSIBILITY PLAN

ACCESSIBILITY PLANNING OBJECTIVES FROM JANUARY 2015 to JANUARY 2018

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.

KEY CODE: HT = Head Teacher, SLT = Senior Leadership Team, FC = Finance Committee, H&SC = Health & Safety Committee,
 SENCO = Special Educational Needs Coordinator, HLTA = Higher Level Teaching Assistant, SM = Site Manager, T = Teachers, TA = Teaching Assistants, A2E = Access to Education, CPD = Continuing Professional Development, PCR = Pupil Centred Review

OBJECTIVES Expressed as an outcome for pupils / adults in terms of progress and participation	Access. Planning Code (C, E, I)	ACTIONS			EVIDENCE To be collected to measure progress	DATES (from and to)
		HOW	WHO (Lead Person)	RESOURCES		
ASPECT: SITE DEVELOPMENT (Standards for Inclusion: Standard 5)						
1. Develop the exterior of the school site. Highlighted by Standard 5: Creating the Environment: 5.3, 5.8	E	Audit of site with outside agencies.	SENCO	Time?	1. Audit of school site completed. 2. All outside steps clearly demarcated. 3. School allotment fully accessible to wheelchair users.	22.01.2015 By April 2015 By September 2016
		Ensure all outside steps are clearly demarcated with yellow high visibility lines.	SM	Cost: £?		
		Make the school allotment fully accessible by installing a paved pathway and raised gardening beds for wheelchair users.	SM	Cost: £?		
2. Improve the accessibility of the internal stairways. Highlighted by Standard 5: Creating the Environment: 5.3	E	Audit of site with outside agencies.	SENCO	Time?	1. Audit of school site completed. 2. All internal stairs clearly demarcated. 3. Emergency evacuation equipment in place and operational.	22.01.2015 By April 2015 By September 2016
		Ensure all internal stairs are clearly demarcated with yellow high visibility lines.	SM	Cost: £?		
		Install emergency evacuation equipment on both internal stairwells.	SM	Cost: £?		

<p>3. Make available adjustable furniture (desks / tables / chairs / desk top equipment) for children and adults as required.</p> <p>Highlighted by Standard 5: Creating the Environment: 5.3</p>	C	Audit of site with outside agencies.	SENCO	Time?	<p>1. Audit of school site completed.</p> <p>2. Adjustable furniture in place and available as required.</p>	<p>22.01.2015</p> <p>By September 2015</p>
		Cost, purchase and make available adjustable furniture to meet pupil / adults needs as required.	SENCO	Cost?		
				Cost: £?		
<p>4. Raise awareness of all T & TAs to ensure that all classroom layouts are accessible to children with a range of learning / behavioural / physical needs.</p> <p>Highlighted by Standard 5: Creating the Environment: 5.3</p>	E	Audit of site with outside agencies.	SENCO	Time?	<p>1. Audit of school site completed.</p> <p>2. Staff meeting held and all classroom layouts reviewed and amended as required.</p>	<p>22.01.2015</p> <p>By April 2015</p>
		Arrange a staff meeting focussing on the layout of classrooms to ensure accessibility for children with a range of learning / behavioural / physical needs. <i>In response too individual needs</i>	SENCO	Time?		
<p>5. Develop all pupil toilet facilities to ensure full accessibility.</p> <p>Highlighted by Standard 5: Creating the Environment: 5.3</p>	E	Audit of site with outside agencies.	SENCO	Time?	<p>1. Audit of school site completed.</p> <p>2. Tap heads changed as required.</p>	<p>22.01.2015</p> <p>As required</p>
		Remove all clutter from KS1 toilet areas.	Class Teachers	Time?		
		Install adaptable / levered tap heads as required.	SM	Cost: £?		

Please refer to Appendix One – School Site Survey (22.01.2015)

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ASPECT: TEACHING and LEARNING (Standards for Inclusion: Standards 3,5 & 6)						
1. The training needs of all staff, relating to inclusion, to be continued to be audited annually / as required. Highlighted by Standard 3 / 5/ 6: Sub Standard: 3.1	C & I	Audit of T and TA CPD needs.	SENCO	Time?	1. Training Audit documents. 2. CPD programme delivered and evaluated. 3. Next Steps identified.	By April 2015
		CPD programme in place and implemented.	SENCO	Staff Training Time		
		Sharing of good practice and learning opportunities.	T & TAs	Staff Training Time		
		Evaluation of the impact of the CPD and identification of further staff training needs.	SENCO	SLT time		
2. The SENCO to improve personal knowledge and skills by attending training with regard to PCRs and “Champions” for ASD. Highlighted by Standard 3 / 5/ 6: Sub Standard: 3.3	I	Audit of SENCO CPD needs.	SENCO	Time?	1. Training Audit documents. 2. PCR & ASD Courses attended. 3. Next Steps / Actions identified.	By September 2015 By March 2018
		Course attendance on PCRs and ASD SENCo accessing ASD training champion	SENCO + A2E	Staff Training Time		
3. To ensure all children are fully included in all lessons with the right level of support and challenge while also being encouraged to be as independent as possible. Highlighted by Standard 3 / 5/ 6: Sub Standard: 6.6, 6.7	C	Audit of T and TA CPD needs.		Time?	1. Training Audit documents. 2. Staff meeting conducted with key actions agreed and noted. 3. Series of lesson observations implemented and feedback given.	By July 2016 By Jan 2018
		Staff meeting arranged to focus on “encouraging independence” within the classroom setting. Inclusion team has created impact for on most vulnerable children accessing learning.	SENCO	Staff Training Time		
		Continue focus on “Encouraging independence” to be included as a focus in a programme of lesson observations.	SLT	Lesson Observation programme.		

4. To audit resources at least annually to ensure that provision is in place to meet all current learning and physical pupil needs and plans are in place for future needs and requirements. Highlighted by Standard 3 / 5/ 6: Sub Standard: 6.11, 6.19	C	Audit of SEND resources annually. Well-resourced and used. Encourage universal use	SENCO	Time?	1. SEND Resources Audit document. 2. Annual budget Plan in place – costed and funded. 3. Future Needs Action Plan in place.	By September 2015 <i>Thereafter Annually</i>
		Annual budget plan for SEND resources to be produced (costed and funded)	SENCO FC	Cost?		
		Plans in place in response to predicted future needs and requirements. Key resource is adults, particularly within Inclusion Team – commitment to continue funding as budget allows.	SENCO	Cost?		

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ASPECT: PUPIL PARTICIPATION (Standards for Inclusion: Standards 7 & 8)						
1. The SENCO to establish and regularly consult with a SEND “pupil voice” group in order to enable SEND pupils to have a say and be fully involved in school life. Highlighted by Standard 7 / 8: Sub Standard: 7.1, 7.2, 8.4, 8.10	I	Establish a SEND pupil voice group Delivered but needs to be continued cyclically	SENCO	Time?	1. SEND Pupil Voice group established and operational each academic year. 2. Action Plans in place and enacted upon.	By April 2015 <i>By Jan 2018</i>
		The SEND group to meet at least twice each academic year.	SENCO	Time?		
		Pupil views accessed through IEP Reviews and Parent Partnership Meetings to be noted and the high priorities enacted upon and fed back to the group. “You said – We did”	SENCO SLT FC	Funding?		

<p>2. Involvement of all stated pupils in PCRs and to respond to the outcomes of the PCRs.</p> <p>Highlighted by Standard 3: Sub Standard: 8.6</p>	<p>C & I</p>	<p>Timetable of PCR reviews – <i>meetings tend to be more formal than this, other than when children are involved.</i></p>	<p>SENCO</p>	<p>Time?</p>	<p>1. PCR timetable Stakeholder feedback & evaluations PCR Action Plans PCR Impact Statement</p>	<p>By July 2015</p>
		<p>Involvement of all stakeholders in PCR reviews.</p>	<p>SENCO</p>	<p>Time?</p>		
		<p>Action Plans in place in response to the outcomes of PCR reviews</p>	<p>SENCO + HLTA</p>	<p>Time?</p>		
		<p>Evaluation of the impact of the action plans on levels of pupil participation. All 3 children currently on EHC with PCRs are flourishing and accessing learning and developing socially and emotionally.</p>	<p>SENCO + HLTA + SLT</p>	<p>SLT time</p>		
<p>3. The SENCO to ensure provision is in place to ensure that the schools most vulnerable pupils' needs are met and that they are fully included in school life.</p> <p>Highlighted by Standard 7 / 8: Sub Standard: 7.5</p>	<p>C</p>	<p>Audit of vulnerable pupils' needs.</p>	<p>SENCO</p>	<p>Time?</p>	<p>1. Audit of vulnerable pupils needs in place and identified needs responded to. 2. Provision Plans in place for all identified vulnerable pupils. 3. SEND Pupil Voice group in place and operational.</p>	<p>By September 2015</p>
		<p>Provision Plans in place and updated annually for all identified vulnerable pupils.</p>	<p>SENCO</p>	<p>Management Time allocation?</p>		
		<p>Vulnerable pupils included in the SEND pupil voice group.</p>	<p>SENCO</p>	<p>Management Time allocation?</p>		
<p>4. To continue to evaluate all educational / residential visits / settings to ensure that they are as inclusive and as accessible as possible.</p> <p>Highlighted by Standard 7 / 8: Sub Standard: 7.17</p>	<p>E</p>	<p>Site pre- visits made to all planned residential settings.</p>	<p>Educational Visits Coordinator</p>	<p>Management Time allocation?</p>	<p>1. Site Pre-visits made and documented. 2. Risk Assessments of all educational/ residential visits documented and recorded. 3. All SEND pupils fully included in</p>	<p>Every Academic Year 2015-2018</p>
		<p>Risk assessments made and documented for educational and residential visits. Children with EBD issues are supported by additional staff or a relative.</p>	<p>Educational Visits Coordinator</p>	<p>Management Time allocation?</p>		

		Wherever possible logistical arrangements / adaptations made to enable the inclusion of all pupils with a range of special educational needs on all educational / residential visits.	SENCO + Educational Visits Coordinator	Costs?	educational & residential visits.	
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ASPECT: LEADERSHIP and MANAGEMENT (Standards for Inclusion: Standard 1,3,5 & 6)						
1. The SLT & SENCO to further develop working partnerships with external agencies to further improve accessibility provision. Highlighted by Standard 1/ 3/ 5/ 6 Sub Standard: 6.17	C, E, I	Identify key external partners / providers. <i>Network extended to include all appropriate partners including CPT and OH and CAMHS</i>	SENCO	Management Time allocation?	1. External Partner contact list. 2. Accessibility Plan	By January 2016
		Establish working partnerships with key external providers. <i>Very successfully</i>	SENCO	Management Time		
		Develop the accessibility action plan in the light of advice / input from external providers.	HT + SENCO	Cost?		
2. To revisit and amend the school's Inclusion Policy so that it meets all statutory requirements and current legislation in relation to accessibility. Highlighted by Standard 1/ 3/ 5/ 6 Sub Standard: 3.10	I	Gain external advice with regard to accessibility statutory and legislative requirements.	HT + SENCO	Cost?	1. External advice received and enacted upon. 2. Inclusion policy updated to meet all current statutory requirements and legislation.	Every Academic Year 2015-2018 April 2017
		Update the school's Inclusion Policy in light of the most recent SEND and accessibility legislation.	HT + SENCO	Management Time		
		Review the school's Inclusion Policy annually to ensure the policy continues to meet the current statutory and legislative requirements for SEND and accessibility.	HT + SENCO	Management Time Costs?		

3. All identified site and staff development actions in this accessibility plan are fully costed and included in each financial / academic year's budget / school improvement plans. Highlighted by Standard 1/ 3/ 5/ 6 Sub Standard: 1.13	C & E	All accessibility plan site and staff priorities, actions and developments fully costed.	HT + SENCO	Management Time Costs?	1. Accessibility Plan priorities funded annually. 2. Staff Development Time allocated annually.	Every Academic Year 2015-2018
		All accessibility plan site and staff priorities actions and developments costs included in the school's annual budget plan and school improvement plan.	FC	Costs?		
4. All new staff to be placed on an induction programme which familiarises them with the school's inclusion policy. Highlighted by Standard 1/ 3/ 5/ 6 Sub Standard: 3.8	I	Staff induction programme updated to include SEND and Inclusion.	HT + SENCO	Management Time	1. Staff Induction programme in place and updated. 2. Staff Induction programme implemented as required.	Every Academic Year 2015-2018
		All newly appointed staff (Ts & TAs) to undertake an induction programme within the first week following appointment.	Phase Leaders	Management Time		
5. The HT to include in the job descriptions for all future advertisements of Teacher assistant posts expectations to support the personal and medical care of all pupils. Highlighted by Standard 1/ 3/ 5/ 6 Sub Standard: 5.4	I	TA job descriptions and person specifications amended to include a statement re personal and medical care expectations.	HT + SENCO	Management Time	1. Amended job descriptions and person specifications in place and published. 2. Job Application packs distributed as required.	Every Academic Year 2015-2018 By Jan 2018
		All TA job application packs to include the updated job descriptions and person specifications.	School Office	Costs?		
6. The SLT to review admission and induction procedures to ensure all access needs are met and responded to. Highlighted by Standard 1/ 3/ 5/ 6 Sub Standard: 10.1	C	Pupil access needs to be evaluated annually and specific needs identified <i>and as their needs arise</i> .	EYFS leader + SENCO	Logistical & Cost implications?	1. Pupil access needs identified annually as part of the pupil admission process. 2. Identified access needs responded to annually.	Every Academic Year 2015-2018
		Pupil admission and induction procedures to be reviewed, updated and enacted upon in the light of identified access needs.	EYFS leader + SENCO	Logistical & Cost implications?		

Traffic Light Evaluation:

Achieved / Good Progress Made To Date
Not Achieved To Date / No Progress Made To Date

Partly Achieved / Some Progress Made To Date
Not Achieved To Date