

Accessibility Plan

School Name: Starbank School

Dates: From January 2018 to January 2021

Review January 2019

| Outcomes for groups of children and young people | Accessibility Planning Code C- Curriculum E- Environment I- Information | Actions | | | Evidence | Dates (from and to) |
|--|--|--|---|---|---|---|
| | | What/How | Lead | Resources | | |
| To improve access, progress and participation for children with communication and interaction needs. | C,E, I | To improve the school knowledge of ASD friendly approaches through ongoing training. Develop a team of ASD/ specialists and ensure that they have opportunity to continue CPD. | SENCo | CATeam, external training, online resources. | Pupil progress data Classroom observations Pupil feedback Parent feedback Staff confidence/feedback – link to PM Classroom environments Intervention resources | 2017- 2018 Initial training 2016 then ongoing |
| | | Ensure that the learning environment is accessible for learners with ASD. | SENCo | Advice from CATeam to include environmental audit | | |
| | | Develop the provision for communication through the strategic management of the Speech and Language Therapist. | SENCo and SLT | Independent SALT | | |
| To improve access, progress and participation for children with sensory and physical needs. | C,E, I | To ensure all trips are accessible to all children. Risk assessments and ensure adjustments are made well in advance. | Risk assessm ent/Visit coordinat or | Time for pre-visits to locations and ensure suitable transport in place | Attendance for trips Pupil feedback Parent feedback Signage that supports learners to access all facilities. Pupil progress Staff confidence in meeting needs | 2017- 2018 2016 then ongoing |
| | | Appropriate signage around the building to meet a range of disabilities. | SLT SEN Team | Audit of signage, actual signage | | |
| | | To ensure that the internal stairs are highlighted allowing those with visual impairment to safely access the stairs. | Site Lead SEN Team | Yellow tapes/grippers | | |

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| | | To ensure that all pathways and stairwells have appropriate rails. | Site Lead SEN Team | Rails and handles | All stair ways/ramps to have Training materials/schedules | 2017 |
| | | For internal doors separating corridors to have hold and release technology allowing pupils to move around the building freely. | Site Lead SEN Team | Technology | | |
| | | Liaise with agencies for the appropriate equipment and training to meet the needs of those with sensory/physical difficulties. | SENCo Site lead | Specified by agency | | |
| | | To develop touch typing to allow access to the curriculum for pupils with a range of needs. | SENCO ICT Lead | Software/keyboard, staff training | | 2019 |
| To improve access, progress and participation for children with cognition and learning needs. | C,E, I | Explore the use of ITPs (individual target plans) – to be able to use on-line tool with SENCo support. | SENCo/P SS | Time for training PSS costs | Pupil progress data Staff confidence and performance management | 2016 - ongoing |
| | | Develop a programme of workshops for the parents of SEN pupils to enable them to help their child at home. | SENCO Curriculum team | Monitoring system Specific resources to be explored by curriculum leaders | Parent evaluations Attendance figures | |
| | | Work with the curriculum leaders to develop quality first teaching. e.g. adapted planning to show differentiation. | SLT SENCO Subject leaders | Teacher inset, PSS, | Pupil progress data Classroom observations Pupil feedback Parent feedback Staff | |
| | | Through training, monitoring and year group support ensure that all planning and resources are appropriate for the needs of pupils with a disability. | SENCo /CTs | Text level 5 basic points that needs to be seen/monitored within the planning. | Pupil progress data Classroom observations Pupil feedback Parent feedback Staff confidence/feedback – link to PM Classroom environments Intervention outcomes | |
| To improve access, progress | C,E, I | To explore the possibility of developing a sensory /withdrawal/ | SENCo | To be costed | A room resourced and ready to use. | 2018-2019 |

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| and participation for children with social, emotional, mental health needs. | safe space. | | | | |
| | Develop staff awareness of SEMH difficulties and how to support positive outcomes for all. | SLT SENCo | Teacher inset, external specialists, resources | Staff knowledge and confidence | |
| | Develop use of 1:1 mentoring/counselling to support emotional health and wellbeing. | SLT SENCo | Trained Counsellors and mentors | Staff feedback – reduced negative behaviours reported | |
| | To have a planned approach to access therapy services for each site. e.g. <i>Play Therapist</i> | SENCo Site lead/SLT | To be explored | | |
| | Explore ways to monitor emotional health and wellbeing at school and at home. | SENCo Site lead/SLT | To be explored | | |
| All areas of need | To develop the use of One Page Profiles to ensure that the needs of all pupils are met in the classroom. | SENCo | Linked to interventions and quality first teaching | Pupil progress data Classroom observations Pupil feedback Parent feedback Staff confidence/feedback – link to PM Classroom environments Intervention resources | 2018 |