

**Accessibility Development Plan
Whole School and EYFS
2016 - 2019**

Introduction

This Accessibility Development Plan works alongside our SEND Policy. We view ourselves as an inclusive school and we welcome children with cognitive and learning disabilities, behavioural, emotional and social difficulties, communication and interaction difficulties and sensory and physical difficulties, provided that the Parsons Green Prep ethos and curriculum would benefit the child. In order to improve our accessibility, we have planned a range of initiatives and actions to ensure that our SEND children are able to access the curriculum, have access to our physical environment and have the correct information.

Enable pupils with a disability to have access to the curriculum:

	AIMS	ACTION	BY WHOM	TIME SCALE	RESOURCES REQUIRED	TRAINING NEEDED	EVALUATION
1.	Assess the needs of each child and regularly review these	Produce a SEND Provision map	SENDCO	Ongoing	SENDCO's time on computer		Yes. Can see at a glance. Continued
		Produce an IEP for each SEND child within the school	SENDCO Teachers	October, February and March	SENCO and class teachers time to discuss		Yes. Call 'SEND Plan'. Continued
		Track progress in English and maths for SEND children	SENDCO Teachers	Throughout the year	Target Tracker GL	Training in Target Tracker and GL for new	Yes. SENCO review Target Tracker and GL data with class teacher.



						staff.	
2.	Provide registers of children receiving additional support	Review and circulate SEND register	SENDCO	September and throughout the year			Yes. Continued
3.	Have a SEND file	Create a SEND file with: a) SEND provision map b) Example of SEND plan c) Notes from tracking progress with action plan	SENDCO	Updated throughout year	SENDCO, Assessment Coordinator and class teacher's time		
4.	SEND register updated and shared regularly with staff	SEND register updated at start of each term (and updated as appropriate, including with notes) SEND register to be emailed out at the start of each term	SENDCO	Termly (throughout year)	SENDCO's time		



	AIMS	ACTION	BY WHOM	TIME SCALE	RESOURCES REQUIRED	TRAINING NEEDED	EVALUATION
5.	Provide a range of additional support	SEND children supported in specific lessons	Teachers SENDCO	Throughout the year	Differentiation by teacher Teaching assistants to work with small focus groups Booster groups taught by SENDCO		Yes. Continued Yes – varies from class to class. Yes – gained in frequency and had lots of parental approval. Continued
		Some SEND children to attend lessons with SENDCO	SENDCO	Weekly	Teachers to recommended SEND teacher		Yes. Cost to parents – seems too high? Continued
		Differentiate work to ensure access by all	Teachers	Ongoing			Yes
6.	Regular assessment of children	Track progress in English and maths for SEND children	SENDCO Teachers	Throughout the year	Target Tracker GL	Training in Target Tracker and GL for new staff	Use GL scores, class assessments and teacher judgement (incl. T.T) as basis for discussion. Discuss information from Pupil Progress Meetings.



		Complete a progress report for each SEND child	SENDCO	The end of each term	Target Tracker		Not done. Target Tracker and GL review used, along with meetings with teachers (discussion). Also, meetings with parents of SEND children.

7.	Continue to provide training and support for teachers and teaching assistants	SENDCO to have weekly drop-in sessions for teachers and teaching assistants	SENDCO Teachers Teaching assistants	Weekly	Time allocated (Monday 4-5pm)		Yes, but teachers/TAs often have clubs so cannot always use this time. Replace with scheduled meetings/INSET in summer 2018.
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8.	New staff to receive induction training	New staff shown how to access and use: <ul style="list-style-type: none"> • SEND registers • IEPs • Provision maps • How to raise a concern • School policies 	SENDCO Mentor Key Stage coordinators	At the start of year, or as soon as new staff begin work	T-drive SENDCO time Class teacher time		Include in induction for new staff for January 2018 onwards.
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Improve and maintain access to the physical environment:

	AIMS	ACTION	BY WHOM	TIME SCALE	RESOURCES REQUIRED	TRAINING NEEDED	EVALUATION
1.	Support children with injuries	Allocate a 'buddy' to carry bags, open doors etc	Teacher	Implement when required			Yes
		Provide activities children can enjoy at playtime	Teacher	Implement when required	Wet play resources to be taken outside		Yes - each class teacher in charge and duty teacher informed
2.	Support children with physical disabilities	Assess the location of a classroom within the school if movement by the child is difficult or via wheelchair	Headteacher Health and Safety Advisor	Prior to entry			Yes
		Provide alternative activities in PE if a child is unable to participate	PE teacher	On entry	PE budget		Yes
		Provide activities children can enjoy at playtime if movement is limited and it is too cold for static play outside	Teaching assistants	On entry	Additional staff to supervise		Yes – tables in quiet area



		Assess furniture is the correct height and width to accommodate wheelchair users in the classrooms and hall at lunchtimes	Headteacher Health and Safety Advisor	Prior to entry	Furniture budget		Provision can/will be made when required
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3.		Ensure there is a visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Teachers	Ongoing	Annual display budget	Yes
4.	Ensure the road and paths around school are as safe as possible	Liaising with the council when required Notifying parents of safety issues, e.g. not parking on the lines outside the school Cycle training for Year 6	Health and safety advisor	Ongoing			Yes

Improve and deliver information to pupils and parents:

	AIMS	ACTION	BY WHOM	TIME SCALE	RESOURCES REQUIRED	TRAINING NEEDED	EVALUATION
1.	Ensure that associated school policies are updated	Complete an annual review of the school's admissions policy	Head of Admissions Headteacher Proprietor	1 August 2017	Admissions Policy		Done
		Complete a review of the school's SEND Policy	SENDCO Headteacher Proprietor	1 August 2017	SEND Policy		Needs circulating
2.	Provide information to hearing impaired pupils and parents	Install a hearing loop (should it be required) for parents and pupils with hearing impairments. Interpreter provided for parents' evenings	SENDCO Teachers	On entry	Hearing aid loop Interpreter		Provided if required



3.	Inform parents of inclusion on the SEND register, SEND Plans, provision and progress	Parents of SEND children to receive: <ul style="list-style-type: none"> • Communication to explain inclusion on the SEND register • An SEND Plan with an outline of provision 	SENDCO	Throughout the year			Yes. Always include face-to-face meetings SEND Plans with evaluation/next steps shared with teaching staff
4.	Review children's records, ensuring school's awareness of any disabilities	Information collected about new children and reviewed for current children, which includes: <ul style="list-style-type: none"> • Records passed up to each class teacher. • End-of-year class teacher meetings • SEND meetings • Medical forms updated annually for all children • Significant health problems –children's photos displayed on staffroom noticeboard/info kept in separate file in staffroom 	SENDCO Health and safety advisor Teachers Head of admissions	On entry and throughout the year			SENDCO to be present at staff meetings? Consider changing SMT and staff meeting days Communication can be improved



References

This plan has regard to:

- The Education Act 1996 Sec 31
- Special Educational Needs and Disability Act 2001 (SENDA 2001)
- Special Educational Needs and Disability Code of Practice January 2015
- The Disability Discrimination Act 1996
- The Equality Act 2010
- The Children and Families Bill 2013
- DfE Design for disabled children and children with SEN Building Bulletin 102.

Review

This Accessibility Plan covers a three-year period. It will be reviewed annually by the headteacher and progress will be reported to the Senior Leadership Team and the proprietor.