

CROMWELL JUNIOR AND INFANTS SCHOOL ACCESSIBILITY PLAN JUNE 2017-20

DATES: FROM 2017-2020 (3 YEARS to be reviewed annually)

DATE STARTED: **January 2017**

OUTCOMES FOR GROUPS OF CHILDREN	RELATED STANDARD	Accessibility Code* (key below)	ACTIONS			EVIDENCE How will we know we've got there? E.g. documents, images, photographs	WHEN
			HOW	WHO (Lead)	RESOURCES		
To improve access, progress and participation for children and young people with communication interaction and sensory needs.	1.2	ALL	Replace worn out/outdated IWB in classrooms with LED screen	IT Co	Funding to cover cost of new screens To be costed	All classes will be equipped with new LED screens	Ongoing from 2018
	1.2 5.6	C	To continue to develop a heightened awareness of sensory sensitivities and needs	SEND Co M Kelly	AET Toolkit Access to Autism Advisor 1 day per week Advice and support from CAT	Registers of attendance at training All classrooms equipped to support those children with sensory needs. Classroom observations	Ongoing from Jan 2017
	1.14 3.2	C	To develop Early years staff skills in using Makaton by providing the appropriate Level 1 training	EY Phase leader	Purchase Makaton training and resources from Makaton team	Evidence of Makaton training being used in the classroom	2017-18
	1.2	C	To continue to carry out speech and language assessments of all pupils who need it.	EYFS staff, SLT therapist	Traded services support from SLT therapist ½ day per week	All children with SLT needs are met through individual programmes of work	Ongoing 2017

		C/I	To explore the possibility of developing a sensory room	SENDCo/HT	Cost of adapting chosen space	Photographs Pupil feedback	2019
To improve access, progress and participation for children and young people cognition and learning needs	3.7 3.11	C/I	To continue to develop staff skills in delivering support through quality first teaching	All staff.	Staff insets/CPD opportunities	Records from Lesson observations	Ongoing from Jan 2017
	3.7 3.11 4.1	C/I	To continue to develop staff skills in delivering quality interventions and support programs	SENDCo	Training as needed for specialist interventions	Evidence of impact from Intervention programmes Staff confidence/improved skills	Ongoing from Jan 2017
To improve access, progress and participation for children and young people with physical needs	1.2 5.1	C	To ensure all trips are accessible to all children, by completing Risk assessments and making appropriate adjustments	SENDCo	Additional staffing needs/ resources	Risk assessments Photographs Pupil Feedback	Ongoing from Jan 2017
	1.2	E	To explore the options for developing a personal care facility	SENDCo/HT	Advice from appropriate specialist To be costed once explored	Photographs	Autumn 2017
To improve access, progress and participation for children and young people with social, emotional and mental health needs	4.1	E	To explore the possibility of developing a calm quiet safe withdrawal space for those pupils with Emotional difficulties	SENDCo/HT	Advice from appropriate specialist Cost of chosen space. To be costed once explored	Photographs Reduction of incidents of pupils	Autumn 2017

	1.2	C	To continue to identify and support children with social and emotional needs through 1-1 counselling, Nurture group or drawing and talking therapy	SENDCo	Professional counsellor and trained staff for therapy	Records from Therapy sessions Social and emotional needs met	Ongoing from Jan 2017
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By focusing on this standard (and its features) are you:	* Accessibility Code
Increasing the extent to which everyone can participate in the school curriculum	C
Improving the physical environment so everyone can take advantage of education	E
Improving the delivery of information so that it is accessible to everyone	I