

# Accessibility Plan

**School Name** Grendon J and I

**Dates: From** June 2017 **To** June 2020 **(3years – to be reviewed annually)**

| Outcomes<br>for groups of children<br>and young people   | Accessibility<br>Planning Code<br>C- Curriculum<br>E- Environment<br>I- Information | Actions                                       |                 |           | Evidence   | Dates<br>(from and to)  |
|--|---|---|-----------------|-----------|--|---|
|  |   | What/How                                      | Lead            | Resources |  |   |
| To improve access,<br>progress and<br>participation for<br>children with sensory<br>and physical needs | <b>C-training<br/>E</b>   | 1. Disabled parking spaces                    | Site manager    |           | Govr. site walk<br>Examine data<br>to plan next<br>steps | <b>Sept.2017</b><br><br>1. Complete<br>Spring 2018<br>2. Complete<br>Winter 2017<br>3. Complete<br>Winter 2017-<br>repainted July<br>2019<br>4. Continue to |
|  |   | 2. Ramp to top playground                     | Premises Govrs. |           |  |   |
|  |   | 3. Steps from school garden markings and rail | Site Manager    |           |  |   |
|  |   | 4. Explore soundproofing to halls             |                 |           |  |   |

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|--|--|--|--|--|--|--|
|  |  | <p><b>5. Training:</b><br/> <b>*Continue to update training to support children's needs</b><br/> <b>*Identify and secure additional training as it becomes necessary to address additional needs</b></p> |  |  |  | <p>investigate</p> <p><b>5. Yes- training led by SENCo/ outside agencies across areas of learning. Outside agencies engaged as appropriate. Adjustments made where necessary (eg. Toilet frame in toilets, cushion for seat in hall)</b></p> |
| <p>To improve access, progress and participation for children with communication and interaction needs</p> |  | <p><b>1. Speech Therapist trains TAs to deliver plans</b></p>  |  |  |  | <p><b>Sept.2017 Review</b></p> <p><b>1. See plans and case load TA works 3 sessions a week with children following therapist advice. Therapist made resources for TA during school closures.</b></p>   |
|  |  | <p><b>2. CAT team- identifies and delivers training needs with SENCO</b></p>   |  |  |  |  |
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|--|--|---|----------------------|--|--|
| To improve access, progress and participation for children with cognition and learning needs           |  | <b>3. Pupil School Support Review practice, plans and training with SENCo</b>             |                      |  | Autumn 2017 Review   |
|  |  | <b>5. Identify all training needs and develop plan for present and future development</b> |                      |  |  |
|  |  |   |                      |  |  |
| To improve access, progress and participation for children with social, emotional, mental health needs |  | <b>Use Standard 7 From Standards For Inclusion To Audit Provision for this</b>            | <b>SENCO/S LM/HT</b> |  | <b>SENCO/SLM/HT December 2017</b><br><br><b>Whole school mental health training September 2019</b><br><b>Behaviour support buy in.</b><br><b>See pastoral response to lockdown and reopening 2020.</b> |
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This plan is a suggested format only and can be adapted to suit individual school circumstances.