

Accessibility Plan

School Name Grendon J and I

Dates: From November 2020 **To** November 20203 **(3years – to be reviewed annually)**

Outcomes for groups of children and young people	Accessibilit y Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
1. To improve access, progress and participation for children with sensory and physical needs	E I	1. Work with the Physical Difficulties Support Service to support needs of children and to identify improvements to site in direct response to individual needs.	LS/ Class teachers			
		2. Work with sensory support service to identify and support needs of children and to identify improvement to teaching and learning/ resources in direct response to individual needs.	LS/ Class teachers			
		3. Work with Occupational Therapy x1 termly to develop our understanding of and response to sensory integration.	LS/ Class teachers			
		4. Work with Communication and Autism Team to identify and support sensory needs of children in school.	LS/ Class teachers			

		5. Plan and implement programme of whiteboard replacement to ensure quality of display and interaction.	HR/ BW			
		6. Plan and implement programme to update classroom blinds to improve lighting in classrooms.	HR/ BW			
2. To improve access, progress and participation for children with communication and interaction needs	C E	1. Speech Therapist works with trained TAs to deliver individual and group plans to children on caseload	Therapist / TA/ LS			
		2. Provide training on Speech, Language and Communication needs across school- x1 termly. - Run Talking Tuesday as part of the curriculum. – share word aware training.	LS/ Therapist			
		3. CAT team-identifies and delivers training needs with SENCO- focus on parental involvement.	CAT/ LS/ parents of children on caseload			
		4. ELSA- focus on friends for life and developing social interaction skills.	TA/LS			
3. To improve access, progress and participation for	C I	1. Identify training needs and develop plan for present and future development, alongside the SIP.	LS/ Leadership/ HT			

children with cognition and learning needs		2. Pupil School Support review practice, plans and training with SENCo in response to schools needs/ individual needs.	PSS/ LS			
4. To improve access, progress and participation for children with social, emotional, mental health needs		1. ELSA- training and implement support groups focusing on emotions.	TA/ LS			
		2. Ongoing pastoral support for families, in response to need.	HR/ SJ/ AD/ LS			
		3. School nurse to support school in reducing barriers to learning for individuals and support for wider families.	SN/ SJ/ LS			
		4. Work with Behaviour support service to identify and support needs of children and to identify improvement to teaching and learning/ resources in direct response to individual needs.	SB/ LS/ SJ			
		5. Identify and train a wellbeing lead for school. Take part in any future CPD and feedback to wider staff.	HR/ SJ/ AD/ LS			

This plan is a suggested format only and can be adapted to suit individual school circumstances.