

# Accessibility Plan

**School Name** Grendon J and I

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

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 sensory and physical needs	C-training E	Disabled parking spaces	Site manager		Govr. site walk Examine data to plan next steps  <b>Following review update and add data to plan in all sections</b>	Sept.2017
		Ramp to top playground	Premises Govrs.			
		Steps from school garden markings and rail	Site Manager			
		Explore soundproofing to halls				
		Training: *Continue to update training to support children’s needs *Identify and secure additional training as it becomes necessary to address additional needs				
To improve access, progress and		Speech Therapist trains TAs to deliver plans				Sept.2017 Review

participation for children with communication and interaction needs		<b>CAT team-identifies and delivers training needs with SENCO</b>				
To improve access, progress and participation for children with cognition and learning needs		<b>Pupil School Support Review practice, plans and training with SENCO</b>				<b>Autumn 2017 Review</b>
		<b>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>

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