

Selwyn – whole school Accessibility Plan

Academic year 2017/2018



**Leading
Learning Trust**

Selwyn Primary School is part of the Leading Learning Trust

Selwyn Primary School Accessibility Plan 2017/2018				
ACTIONS	PERSON(S) RESPONSIBLE	TIME	RESOURCES	SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT
Physical				
Occupational Therapist to work with children with sensory difficulties.	SM	On-going	£9000	<ul style="list-style-type: none"> The Occupational Therapist provides assessments of pupils with sensory difficulties. She then works closely with staff and parents to provide recommended individual and group programmes to be implemented at home and school which supports the child's individual needs. The OT also provides training and supervision of staff delivering programmes for groups and individuals.
Curriculum				
Continue to make reasonable adjustments by providing specific/specialised resources. E.g. specialist seating, writing slopes, radio aids, communication devices such as an iPad, fidget toys	LE	On-going	Time for monitoring the impact of use. £1000	<ul style="list-style-type: none"> All appropriate staff and children are able to use resources effectively. Children are able to access the curriculum according to their level of need.
To deliver training of the effective use of the sensory room to meet the needs of all pupils. To ensure the room is fit for purpose and all equipment is working.	GG-servicing of the sensory room	Autumn 2017	Servicing company offer training when on site for any staff who use the room £700 per annum for servicing plus on-costs for replacement parts	<ul style="list-style-type: none"> Use of sensory room is effectively planned for with clear reference to pupils' sensory needs. Sensory room is fully operational because it is serviced at annual intervals - March 2017 and March 2018. Pupils make good or better progress and meet all developmental milestones.

Educational Psychologist to work with children with barriers to learning (e.g. behaviour, social, emotional, cognitive)	SM	On-going	£16000	<ul style="list-style-type: none"> Children are provided with bespoke assessment to inform action planning and target setting Reports are timely and of high professional quality Staff, pupils and families receive high quality support and guidance that results in all supported pupils making good or better progress from their starting points.
Information				
Staff, Governors and Trustees to be aware of the Accessibility Plan in order to monitor delivery.	Chair of Trustees (SG) Head Teacher	Autumn 2016	Governors meetings	<ul style="list-style-type: none"> Accessibility Plan targets achieved. All pupils reach their full potential. Staff and Governors are aware of the plan and can articulate the objectives and outcomes to all stakeholders and quality assure additional provision.
All staff to be aware of Public Equalities Act and its implications.	CS	Ongoing	Induction	<ul style="list-style-type: none"> All staff, Governors and Trustees know and put into practice the Equalities Act and understand its implications on teaching and learning. All new staff are made aware of the Equalities Act as part of induction procedures.
To continue to update the 'school offer' annually.	SM/LE	Annually- Autumn Term	School website	<ul style="list-style-type: none"> Provision is accurately matched to meet the additional needs of all learners. Children with SEND make good or better progress. The School Offer is of high quality and contextually relevant to the learning needs of our supported pupils.
To ensure all staff have access to CPD.	CS	Ongoing	CPD budget	<ul style="list-style-type: none"> Equal access to CPD matched to appraisal. All staff who attend training disseminate the appropriate key messages at weekly support staff meetings. British Sign Language (BSL) arranged for relevant staff when required.