

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name **Blakesley Hall Primary School**

Dates: From **September 2020** To **September 2023 (3years)**

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
<ul style="list-style-type: none"> To improve the use of visuals within the school to support children with communication difficulties and those with additional needs. <p><i>Highlighted by:</i> <u>Inclusion Standard 5.8</u> The setting regularly audits the environment to overcome any barriers to inclusion for children and young people.</p>	E	Staff training to highlight the importance of visuals within the classroom to support the understanding of children and build independence within learning.	Pamela Key & Emma Thorne	Visual timetables, Now and Next boards, Task boards.	Staff training and environmental audit on the use of visual aids including visual timetables within the classroom.	January 2021 – March 2021

<ul style="list-style-type: none"> To develop an environment that supports children with visual impairment to build independence and life-long skills. <p><i>Highlighted by:</i> <u>Inclusion Standard 5.8</u> The setting regularly audits the environment to overcome any barriers to inclusion for children and young people.</p>	E	To work alongside the Sensory Support Service to develop and establish an adapted curriculum and resources.	Pamela Key, Emma Thorne with support from the Sensory Support Team.	Increased visuals, access to iPads, adapted text and materials including the use of different coloured paper.	Environmental audits, pupil and parental voice.	April 2021 – July 2021.
<ul style="list-style-type: none"> To improve pupil voice for children with Special Educational Needs enabling them to discuss their learning and aspirations. <p><i>Highlighted by:</i> <u>Inclusion standard 8.4</u> Children are involved in a wide range of decision making processes that affect their lives</p>	C, I	Children with Special Educational Needs to be given key roles within school.	All staff	School Council Year 6 prefects SEND council	School minutes, SEND group minutes.	September 2021- February 2022.

<p>with involvement increasing as they age and mature. <u>Inclusion standard 8.5</u> Children are consulted on and included in planning, implementing and review policies and processes. <u>Inclusion standard 8.6</u> There are a variety of opportunities for children to participate in school life in a range of different ways they can contribute their views and suggestions.</p>		<p>Provide opportunities for children with limited communication skills to voice their opinions.</p>	<p>Inclusion Team, Speech and Language Therapist and Communication and Autism Team.</p>	<p>Makaton Visual Aids Communication Apps</p>	<p>Training notes, pupil voice records, pupil questionnaires, pupil one page profiles, speech and language reports, other outside agency reports.</p>	<p>January 2022 – July 2022</p>
<ul style="list-style-type: none"> To improve progress and participation of pupils with sensory, communication and interaction needs. <p><i>Highlighted by:</i> <u>Inclusion standard 6.2</u> Teaching and learning activities are based on an understanding of how children learn so that they are accessible to all. <u>Inclusion standard 6.3</u> Reasonable adjustments are anticipated to remove barriers to learning and participation. <u>Inclusion standard 6.12</u> The setting works with specialist external agencies to</p>	<p>C, E, I</p>	<p>Autism level 1 training for all staff. Autism level 2 training for identified members of staff. Implement National Autism Standards with support from Communication and Autism Team.</p>	<p>Communication and Autism Team. Inclusion Team.</p>	<p>INSET sessions. National Autism Standards.</p>	<p>Progress on Language and Literacy Continuums. National Autism Standards. Autism Progression Framework. Individual Target Plans. Staff registers for INSET.</p>	<p>Jan 2021 – Sept 2023</p>
		<p>Training delivered by Speech and Language Therapist.</p>	<p>Speech and Language Therapist. INSET time.</p>	<p>Speech and Language programmes.</p>	<p>Staff registers for INSET. Speech and Language reports and programmes. Progress on Language and Literacy Continuums.</p>	<p>Sept 2021 – March 2022</p>

develop appropriate teaching and learning.		Blocked Speech and Language programmes for individual children.				
		Provide a quiet, safe place at lunchtimes for children who find the dinner hall too 'busy'.	Pamela Key and Emma Thorne. Lunchtime supervisors. Learning Mentors.	Small Hall Tables and chairs.	Less behaviour incidents in the afternoon. Pupil voice. Children will waste less food and try more.	
<ul style="list-style-type: none"> To establish parental support networks initially organised by staff, with the aim of running with minimal school support. <p><i>Highlighted by:</i> <u>Inclusion standard 9.4</u> The setting empowers all families to communicate their views about the needs of their child. <u>Inclusion standard 9.7</u> The setting provides a range of opportunities for families to support their children through a variety of support groups and workshops.</p>	C, I	Establish different parental drop ins and workshops dependent on the needs of their children. Provide the parents with the skills to run support networks without heavy reliance on staff.	Pamela Key and Emma Thorne. Parents. Relevant outside agencies such as Communication and Autism Team.	Space. Time. Refreshments. Parental take up. Internet/Whats App access.	Agendas Meeting minutes. Resources. Parental questionnaires and comments.	September 2022- September 2023
<ul style="list-style-type: none"> To establish One Page Profiles for the children in school with Special Educational Needs. <p><i>Highlighted by:</i></p>	C, I	One Page Profiles to be completed with the child and their parents.	Pamela Key and Emma Thorne. Child. Parents.	One Page Profiles. Time to meet with child and parents.	One page profiles. Pupil and parental voice.	September 2021 – July 2022

<p><u>Inclusion standard 8.4</u> Children are involved in a wide range of decision making processes that affect their lives with involvement increasing as they age and mature.</p> <p><u>Inclusion standard 9.4</u> The setting empowers all families to communicate their views about the needs of their child.</p>						
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