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| **Friarage CP School** **Accessibility Action Plan September 2022-23** |

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| To increase access to the curriculum for pupils with Special Educational Needs and/or Disabilities.  |
| * All pupils will be able to access the school offer, including extra-curricular activities, trips and residential visits
* All pupils will be able to access the school curriculum through appropriate adaptations being made
* Individual progress for pupils with additional needs will be planned and monitored through the use of Individual Provision Maps
* All staff will have an understanding of, and feel confident in, supporting pupils with a range of needs
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| Objectives | Actions to be taken | Person responsible | Date to be completed | Cost |
| Curriculum is designed to be challenging for all and can be adapted where needed to meet individual needs. | Curriculum Lead to keep an overview of curriculum and lead staff training. Curriculum to be language rich and a high focus on key vocabulary. The continued use of RWI and Fresh Start to target phonics and reading. Maths lead to explore how White Rose can be adapted to struggling learners. The implementation of the Friarage 15.Monitoring from SLT, Middle Leaders and the SENDCo. | JG- Curriculum Lead Class Teachers SLT, Middle Leaders SENDCO | On going | N/A |
| Children with SEND take part a range of extra-curricular activities and this is monitored and planned for. | Club lists to be discussed with HS and SENDCo to ensure provision is in place. Pupil voice gathered for SEND pupils not attending clubs. Monitoring of attendance and individual invites to clubs or events. Risk assessments for high needs pupils on trips. | HS and SENDCo Class teachers and SENDCo- risk assessments | On going  | N/A |
| IPMs are high quality and focused on barriers to learning. | On-going training and coaching for staff. SENDCo to review and monitor IPM provision.  | SENDCo |  On going 1-1 coaching for ECT in Autumn term | N/A |

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| To ensure the physical environment is accessible for all learners and allows for access to education. |
| * All pupils will be able to access all parts of the building.
* All pupils will be able to communicate their wants and needs, in their own way.
* All pupils with disabilities will have their needs met and adaptations to the environment will be made.
* All parents/carers and staff will be able to access all areas of the school appropriately
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| Objectives | Actions to be taken | Person responsible | Date to be completed | Cost |
| The areas not accessible by lift (the EYFS staffroom and the upstairs in The Bridge) will be monitored- if individuals can access these spaces, alternatives will be arranged. | Regular monitoring of the use of the space and ensuring it is accessible.  | Headteacher | Ongoing  | Cost of any adaptations |
| Individual pupils with high-level challenging behaviours will be risk assessed and planned for. | CYPS Risk Assessment for Managing Challenging Behaviours in Young Children for children at risk of physical or emotional risk. | HeadteacherSENDCo Inclusion ManagerClass teachers | All to be written by Dec 2022 | N/A |
| Accessibility Plans will be written for pupils who need additional access arrangements.  | Children with accessibility needs will all have an Accessibility Plan written. It will be reviewed as the pupils needs change.  | SENDCo Inclusion MangerTeacher | Ongoing  | N/A |
| An audit of the school’s physical environment and update of the schools accessibility plan. | An accessibility ‘learning walk’ to be taken by the SENDCo, SEND governor, SEND pupils and caretaker. | SENCOSEND governor  | Date TBC By Dec 2022 | Cost of any adaptations  |

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| To improve the way information is communicated with pupils, parents/carers, visitors to ensure accessibility.  |
| * All parents/carers will be provided with clear, straight forward, and simple communication
* All parents/carers who have English as an additional language will have equal access to information for pupils
* All pupils will be able to understand the information communicated to them, especially regarding provision made for them
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| Objectives | Actions to be taken | Person responsible | Date to be completed | Cost |
| Communications with parents/carers will be clear and simple.  | Information will be presented in a variety of easy to access ways (Parent App, Facebook, letter Format, on school websiteLanguage will be unambiguous, and any educational terms/jargon will be explained | Admin team SLT | On going | N/A |
| Parents will be communicated with regarding their child’s SEND provision  | Parents will be invited to contribute to their child’s IPMs at least 3 times a year, this will be done in a format suitable for the individual parents Parent guides to key services will be provided in a simple clear format- translated copies will be availableThe SENDCO will speak to parents before their child is put on the SEND register | SENDCo Class teachers | On going IPM meetings- 3 times a year (Autumn, Spring, Summer) | N/A |
| EAL is a high priority in the school. The school will be a language rich environment. | EAL provision will be a focus of school development. The school and environment will be language enriching. Children will be able to access translator tools and the use of Widgit Online. | DTSLT  | Ongoing  | N/A |
| Children will have a voice and will understand what is being communicated to them. | Children will access SALT through Seaside SaLT.IPMs and Accessibility Plans will detail how a pupil best communicates. The use of PECS and Widgit Online will aid communication. Staff training on SLCN. | SENDCOClass Teachers  | Ongoing  | Cost of any adaptations  |