

## ACCESSIBILITY PLAN 2015 - 18

### PHYSICAL ENVIRONMENT

Whole School	Date	Resources	Success criteria	Impact
Increase space to accommodate demand for places	April 2016	Cost to LEA	Identify with LEA where extra classrooms could be built	Increase pupil places and provision to accommodate more pupils due to closure of local school.
Increased parking for parents	May 2015	£200	Identify appropriate signage	Easier access for parents to enter school at main door with pupils
Improve main entrance for accessibility for wheelchair users	Autumn 2015	Cost to LEA	Increased space between main doors	Physical accessibility to School facilities increased
Classroom environment				
The classroom environment to continue to be appropriately designed to meet the needs of all pupils with additional needs		N/A	Specific areas of the classroom set up for PMLD / ASD pupils	Providing appropriate areas to ensure learning styles can be met
Small group room designed for for 1:1 teaching		N/A	Room identified for individual /group work set up and in place	Encouraging independent /collaborative working
The TEACCH approach to continue to be consistent in all classrooms with photos, symbols and visual timetables		N/A	Classrooms organised in line with TEACCH	Matching educational practices to different ways ASD learn
Use of workstations to continue to be in place for all pupils where is deemed		N/A	Workstations to be set up for independent work. Lessons to be appropriately resourced	Assuring continuity and consistency

necessary				
All displayed work to be purposeful and linked to the children's learning		N/A	Display work to engage pupils	Pupils focus primarily on learning Interactive displays to encourage learning
<b>Classroom Furniture</b>				
All new chairs for PMLD pupils to be height adjustable	Continual	Rolling budget; LEA have made the necessary payments so far		Pupils to access work with peer group
Identify new classroom furniture required for new classroom	April 2016	Will request LEA make payment	Create an effective learning environment	Encourage independent and collaborative learning
<b>SCHOOL CURRICULUM Whole School</b>				
All short term planning to continue to show clear differentiation	Continual	Termly monitoring of planning	All planning to show differentiation in line with pupils' needs	Sharp focussed planning impacting upon delivery
Termly targets to continue to be set at a challenging level. There is to be a full range of individual programmes for each pupil that address the impairment present in ASC ie communication, social skills and flexibility of thought and behaviour	Continual	Termly monitoring of IEPs and targets	High quality IEPs in place to address the triad of impairment.	IEPs set out clear objectives that are specific and address area of need.
Planned language programmes embedded for PECS, Pro lo quo to go, intensive interaction to	Continual	PECS, I pads, training for new staff	To be used throughout the day	Addressing communication needs of pupils and tracking progress

address the needs of ASC pupils				
Programmes to continue in different settings eg snack time, lunchtime, educational trips in the community	Continual	Termly monitoring of planning	Programmes to run throughout the day	Continuity and consistency of approach
<b>Teaching – Learning :Methods</b>				
Use of ICT / I pads to increase curriculum access for pupils	Continual	Resources - £2000	Communication aids in place for all identified pupils	Enhancing interaction through ICT
Staff's understanding of the link between behaviour and communication ensures effective learning takes place	Continual	Training for Sleuth	Strategies developed through behaviour plans	Calm purposeful environment enhances learning
Embedding multi-sensory approaches to ensure effective curriculum delivery	Continual	Quest –good practice/resources	Lessons consist of novel and exciting ways of teaching that incorporate a range of sensory experiences	Offering a wide range of learning experiences that hold attention, build concepts and consolidate previous learning.
<b>Content</b>				
All lessons continue to be embedded with symbols/photos used to cue pupils into lessons and sections of lessons. Specific pupils to have individual	Continual	PEC training and Pro lo Quo training internally for new staff.	Consistent use of symbols/ objects of reference/ I pads emphasising lesson structure.	Addressing communication needs of pupils and tracking pupil progress.
Pupils to be routinely encouraged to make choices and make		Termly monitoring of planning	Strategies in place for independent learning	Developing autonomy of pupils

decisions built into lessons throughout the day to enable choice making				
<b>DELIVERY OF INFORMATION</b>				
To continue to present information in different ways if necessary (eg prospectus, newsletters, website etc	Continual	Teacher cover time for newsletter and admin of website	Information presented in different forms depending on parental needs	Information accessed by all
Supporting parents, carers as educators in their children's life	Continual	Release time for staff to deliver during Friday parent's group	Parents, carers report positively about school input	Empowering parents.
School Council to be a driving force behind school improvement	Continual	Release time for coordinator	Times in place to ensure pupils can express their views regarding provision	Pupils regardless of disability having a voice and being part of the change agenda.