

## Accessibility Action Plan – 2015 to 2018

### Short Term

Target	Strategies	Intended Outcome	Timeframe
To install hand rails on steps from the top playground.	<ul style="list-style-type: none"> <li>- Consult on costing.</li> <li>- Install hand rails.</li> </ul>	Some children require assistance for stability when ascending and descending stairs. Hand rails will assist in their use of the stairs.	July 2015
Consider the installation of a loop hearing system in the hall.	<ul style="list-style-type: none"> <li>- Consult as required to discuss the time frame and cost of installation.</li> <li>- Apply for necessary funding and install the system.</li> </ul>	Hearing impaired children and adults can access better acoustics when in the hall. The wider community benefit as the hall is often used for school concerts and Churches together concerts as well as other community events.	July 2015

### Medium Term

Target	Strategies	Intended Outcome	Timeframe
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### Long Term

Target	Strategies	Intended Outcome	Timeframe
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### On-going

Target	Strategies	Intended Outcome	Timeframe
To install handrails and suitable taps in relevant classrooms.	<ul style="list-style-type: none"> <li>- Identify class toilets and sinks requiring adaptation.</li> <li>- Consult with relevant services and parents.</li> <li>- Install rails and taps.</li> </ul>	Some children within school have reduced motor skills and can find it difficult to use the current pressure activated taps. Hand rails in toilets will assist those requiring help with stability while using the toilet.	Annually as the relevant pupils move through the classes.

Check the register of special needs and review learning aids.	<ul style="list-style-type: none"> <li>- Regular meetings between SenCo and teachers to ensure every child is well supported.</li> <li>- SEN register kept up to date.</li> </ul>	Register is up to date and children are being supported in the most effective way possible.	Termly
Teaching and learning supports the inclusion of all children.	<ul style="list-style-type: none"> <li>- Teachers plan and deliver a differentiated curriculum.</li> <li>- Methods for increased inclusion shared with teachers as necessary.</li> </ul>	All children are an important part of the school regardless of ability, race, ethnicity, cultural background, mobility, etc. All children are encouraged to do well and taught with sensitivity to their needs.	Annually and as required.
Curriculum planning and its implementation is monitored and reviewed to see that attainment is good.	<ul style="list-style-type: none"> <li>- SenCo monitors a cross-section of planning yearly.</li> <li>- All school policies are monitored to take into account children with special needs.</li> <li>- The progress of all children is analysed to ensure targets have been met.</li> </ul>	Planning ensures that special needs children achieve their potential.	Annually.
The school Ethos Statement, Emotional Health and Well Being Statement and Home-School Agreement is reviewed annually.	<ul style="list-style-type: none"> <li>- The head teacher works with all interested parties to review and change these documents as necessary.</li> </ul>	The Ethos Statement, Emotional Health and Well Being Statement and Home-School Agreements reflect the changes in attitude towards education.	Annually
Training of Teachers and TA's.	<ul style="list-style-type: none"> <li>- Audit training needs regularly through discussion and through children coming new to the school.</li> <li>- Book staff on necessary courses and ask staff who have been on courses to feed back their learning.</li> <li>- Organise joint training sessions within the Family of Schools.</li> </ul>	All staff are kept abreast with their training needs and feel confident and supported in their role of teaching children with SEN.	Annually and as required.