

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name Park Hill Primary School

Dates: From November 2015 **To** November 2018 **(3years)**

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		
To reduce the incidents of unintentional, negative behaviour towards pupils with SEND. <i>Highlighted by:</i> Standard 3: Staff Development (3:2) Standard 7: PSBEBW (7.5, 7.9, 7.21)	C, E, I	Create quiet activity spaces / zones at lunchtime. Involve pupils in ideas and planning.	SENCo BECO Head Teacher	Play Leaders Outdoor board games	Record and analyse the number of behavioural incidents towards children with SEND in Incident Logs.	Nov 2015 – Nov 2016
		Whole staff training on awareness raising re: well-being, mental health, bullying and disability	SENCo	Staff meeting time	Complete pupil voice with a variety of pupils to gain their views.	
		Develop opportunities for structured play activities for all pupils at lunchtimes	SENCo BECO KS Leaders	Play Leaders Board games Lego Lunch time clubs	Discuss impact of the changes in pupil and parent focus groups / coffee mornings and adapt.	
		Build awareness of diversity through PSHE eg: circle time, PATHS	SENCo BECO	Staff meeting and PATHS training		

<p>To ensure all pupils are involved and supported in contributing to their own targets and plans; they monitor and evaluate their progress.</p> <p><i>Highlighted in:</i> Standard 8: <i>Pupil Participation</i> (8.1, 8.5, 8.6, 8.7, 8.12, 8.14) Standard 9: <i>Parent & Community Involvement</i> (9.2, 9.6)</p>	C, E	Person centred reviews	SENCo FS leader	Person centred review approach and documents	Person centred review documents	Nov 2015 - ongoing
		Pupil profiles – good day / bad day embedded as good practice	SENCo BECo FS leader	Child-friendly resources and adult support to guide with process	Pupil & parent voice – oral and written	
		Children to be given opportunities to reflect on their progress and targets throughout the year	SENCo BECo Class teachers Teaching Assistants	Children discuss with teachers and teaching assistants Children invited to SEND and Behaviour reviews Use of Individual Target Plans and Pupil Profiles	Pupil voice. Pupil profiles – adapted Individual Target Plans used as planning tool	
		Audit the physical environment to improve its accessibility for all children.	SENCo BECo EAL Leader FS Leader PSS CAT SST	Time to audit and analyse findings	Environmental audit & actions	
<p>To create an effective learning environment which enables all children to learn and achieve their full potential.</p> <p><i>Highlighted in:</i> Standard 5: <i>Creating the Environment</i> (5.6, 5.8, 5.10) Standard 6: <i>Teaching and Learning</i> (6.2, 6.6)</p>	C, E, I	Whole staff training on Quality First Teaching strategies to use within the classroom	SENCo CAT Educational Psychology PSS SST	Visual structuring Staff meeting time Time to develop resources	Feedback from staff QFT strategies in use – evidenced through learning walks, observations and further audits	Spring 2016 – Spring 2017

		To develop technology to support children with their learning and remove potential barriers.	SENCo ICT Co-ordinator	Budget to support reasonable adjustments for SEND pupils. Training for staff.	Pupil voice Pupil data to highlight impact	Summer 2016 – Summer 2017
To provide information that is easily accessible and understood by all <i>Highlighted in: Standard 9: Parental & Community Involvement (9:1, 9:3, 9:4, 9:5, 9:7, 9:10, 9:11)</i>	I	School information written in easily understood language. Staff to support parents / carers to access information & complete forms. Translators & interpreters available for children & families with EAL. Drop-in coffee mornings for parents/ carers of children with SEND. Cygnet groups for parents/ carers of children with Autism.	Senior Leaders Office staff SENCo Learning Mentors FS Leader EAL Leader	Newsletters, resources, interpreters Noticeboard in foyer to inform parents. Audit of languages spoken. Budget for interpreters. Location Time Budget for refreshments	All parents to be able to access information. Parents to know that office staff, SENCo, Learning Mentors and Foundation Stage Leader are available for this. Parents & children able to access information. Parents / carers able to support children with SEND and each other.	Nov – 2016 – ongoing

This plan can be extended and new boxes added to be responsive to the individual school circumstances.

Please submit the 3 year dates of your plan through our website www.beps.org.uk