

2017/18	Accessibility Plan 2017- 2018					
Impact from: <ul style="list-style-type: none"> • Safer access into school • Curriculum drivers: thinking skills, nurturing responsible citizens • Improved resilience, thinking skills • Reports reflect increase in children's positive attitude and responsibility towards their own learning Happy pupils, parents and staff • Greater respect for other cultures and views • Great attendance of events and increase in money raised • New parents present at events • Good uptake of EAL classes • Good attendance at curriculum evenings- assessment changes 			Now What: <ul style="list-style-type: none"> • Continue most points as lots of actions will need to be reviewed for new academic year • Stair markings in Maple building- provision for Melissa (Y5) in Sept 2015 • Review reception classrooms and outdoor space ready for New reception child who is visually impaired • Language translator to website • Purchase resources, e.g. sensory needs • Potter place- new work space, resource space • New learning space- old workroom • Children centre- Nursery- maintain 1 room for SS services • Training for new staff • Ensure even more opportunities throughout curriculum and across subjects for enquiry and responsible citizens 			
Key area of Focus	Physical Access and movement around the building					
Objective	Success Criteria	Specific Actions	Who	When	Monitoring	Progress/Next Steps
To ensure all members of the school community can physically access all areas.	<ul style="list-style-type: none"> • People with physical disabilities are able to access the buildings easily. • Physical assess to the school buildings is improved. • Buildings are clearly identified. 	<ul style="list-style-type: none"> • Ensure all steps are highlighted to show definition and depth 	Site staff	Autumn 17	LH & DHT- End of Spring	Need to redo some over summer holidays and focus on Maple building
		<ul style="list-style-type: none"> • All classrooms to have blinds that allow easy access to visual stimuli 	Site Staff	Summer 18	AHT & CT End of Summer	completed
		<ul style="list-style-type: none"> • Nursery will expand and access for all children will be improved. 	HT	Summer 18	Site staff, AHT & BM Before Sept 18	Look at soft surface, Shelter, markings
		<ul style="list-style-type: none"> • Classroom location may change to meet the needs of children with physical disabilities or difficulties 	HT	On going	HT- Summer 18	Children considered- plan for rooms now in place
		<ul style="list-style-type: none"> • Install shower room in welfare room to meet the needs of children with specific health requirements 	HT/LH/ site staff	Sum 15	HT- During Summer 15 holidays	Change of plan- a resource base developed in Potter's Place- Summer 2015
		<ul style="list-style-type: none"> • Buy appropriate resources for individual children as the need arises e.g. IPADS 	SENCo	On going	DC- End of each term	Lap tops, Ipads, sound systems purchased to support SEND pupil's learning Sensory resources Tables

		<ul style="list-style-type: none"> Resurface sections of the playground to ensure no trip hazards and a level playing surface 	Site Staff	Scheduled 15/16	LH SM DHT	Rolling programmes- Front of school being done first Summer 2018
		<ul style="list-style-type: none"> Installed signs to show the different buildings 	HT/Site staff	Sum 15	HT/LH- During Sum 15 hols	
Key area of Focus	Access to learning					
Objective	Success Criteria	Specific Actions	Who	When	Monitoring	Progress/Next Steps
Ensure all children have equal access and opportunity to the curriculum.	<ul style="list-style-type: none"> More staff each year are more able to meet the needs of pupils and parent/carers in terms of disability equality and inclusion issues. Staff are knowledgeable of disability matters. Key pupils' progress and attainment is good or better. Staff carry out risk assessments. There is equality of opportunities. Improved outcomes for targeted children. 	<ul style="list-style-type: none"> Staff training to enable staff to apply their understanding of disability matters to their everyday practice Autism training 	HT/DHT	As and when	SLT	Key staff employed and training in place from Russet house More next year
		<ul style="list-style-type: none"> Targeted training for staff working with children with specific needs, including medical needs 	SENco	As and when	Carol Whitby DC	First aid training ongoing Defibrillator training booked
		<ul style="list-style-type: none"> Identify key pupils for learning support e.g. FSM, EAL & SEND 	AssessCo /SENCo	Half termly	GV & DC	New systems- Scholar pack- still getting support regarding assessment element
		<ul style="list-style-type: none"> All children's needs are fully met in the planning of educational visits regarding physical needs etc. 	All teachers	On going	SLT- During observations	Risk assessment taken into consideration and adaption made to include all e.g. Y4 & Y5
		<ul style="list-style-type: none"> The school will financially support children and families in accessing all areas of school life e.g. school trips, school journey, paid after school clubs 	HT/LH	On going	Through budget reports- April 18	Explore the financial cost. f
		<ul style="list-style-type: none"> Increase provision at After school club and Breakfast club for working families. Retain a number of places to support families in need 	HT/DHT	On going	HT/DHT- July 18 Sept 18	<ul style="list-style-type: none"> Take over
		<ul style="list-style-type: none"> Introduce P4C across the schools to support children in developing their thinking and questioning skills 	TO	Spring 14	Ongoing	<ul style="list-style-type: none"> Embedded- More work to be done to ensure impact and consistency of thinking skills lessons
The new school curriculum reflects the diverse community in	<ul style="list-style-type: none"> All pupils are successful learners, thinkers and problem solvers. Pupils feel happy and confident. 					

which we live and supports children in challenging stereotypes.	<ul style="list-style-type: none"> All children reach their full potential. Pupils are responsible citizens and support their community. Written information and School policies are inclusive and free of disability discrimination. 	<ul style="list-style-type: none"> Ensure learning journeys tackles preconceived ideas and encourages acceptance of similarities and differences. 	All teachers	Termly	SLT (JP)- End of each term Ongoing	<ul style="list-style-type: none"> The introduction of Hazelwood curriculum driver: nurturing responsible citizens P4C lessons- tackles Assemblies Respect other views and options Reach out to community Raise money for World-wide disaster
		<ul style="list-style-type: none"> Resources and images across the schools reflect the school community 	HT/DHT	On going	SLT meeting- End of Sum 14	<ul style="list-style-type: none"> Invite experts in workshops & talks Trips- museums & temples Artefacts Wildlife garden London in Bloom Grown own Veg

Key area of Focus	Parents access to the school					
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Objective	Success Criteria	Specific Actions	Who	When	Monitoring	Progress/Next Steps
All parents feel valued and welcomed within the setting and good lines of communication support partnership working.	<ul style="list-style-type: none"> Improved school readiness Governor more knowledgeable due to attendance at Children's centre Advisory board meetings. Positive parent feedback about curriculum evenings. Improved partnerships with other schools. Frequently used, engaging, user-friendly website. Parents support each other. 	<ul style="list-style-type: none"> Continue and further develop links with the Children's Centre to support all families whilst meeting the needs of the vulnerable 	DHT CT:MT Wendy	On going	Govs- Termly in SEND committee meetings	- change in use - still have a room for CC services
		<ul style="list-style-type: none"> Organise termly Curriculum Evenings to support parents in helping their children at home. 	HT	Termly	SLT feedback in SLT meetings- Termly.	Creative opportunities provided to parents to increase participation.
		<ul style="list-style-type: none"> Foster links with Broomfield to further support our EAL families in developing spoken English 	SLT	Termly	SENCO, SLT feedback in SLT meetings Termly	Establish an EAL team and programme to engage parents with little or no English and help them support their parents
		<ul style="list-style-type: none"> Introduce the parents, of in-year admissions, to parents of the new class in order to establish good relationships 	HT/DHT/ SENCO	On going	SLT feedback in SLT meetings Termly	- open evenings - Picnic in playground - HSPA events - Kathryn in playground

						- Class teacher – buddy them up
		<ul style="list-style-type: none"> Launch new website to increase parents awareness of what's happening in school 	DHT/ICT tech	Autumn 17	End of Summer 18	Add language translator to the website