

Accessibility Plan

School Name Yorkmead Junior and Infant School

Dates: From January 2019 To January 2022 (3years - to be reviewed annually)

| Outcomes for groups of children and young people | Accessibility Planning Code C- Curriculum E- Environment I- Information | Actions | | | Evidence | Dates (from and to) |
|--|--|--|------------------------|--|---|---------------------------|
| | | What/How | Lead | Resources | | |
| Effective communication and engagement with parents | C and I | Termly meetings with parents/carers - Termly consultations Termly ITP meetings with SENCo SEND workshops run by outside agencies | SLT SMT Teachers | Parents/carers fully informed about progress engage with their child's learning | <ul style="list-style-type: none"> Pupils on the SEND register are taught and supported through an inclusive learning environment. Parents/carers fully informed about progress engage with their | On- going |

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| | | | | | child's learning | |
| To improve access for children with SEND | C AND E | Discuss the need for the SENCO to be involved in whole school environment and safety audit | Headteacher, SENCO/ Premises officer | Time | <ul style="list-style-type: none"> All pupils have safe and easy access around the school. | 01/19-01/21 |
| | | To ensure all identified children have a personal evacuation plan | SENCO/ PDSS | Time Disability fixtures in the disability toilets, Extra lower handrails on fire doors | <ul style="list-style-type: none"> All pupils with a physical/visual disability have a personal evacuation plan. | 01/19-09/20 |
| | | To organise CPD for staff to review the | | Time SLT/SENCO PSS | <ul style="list-style-type: none"> To ensure all SEND pupils are catered for in | 01/19-04/20 |

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| | | physical classroom environment for maximum independence for all children | | PDSS | the curriculum and classroom organisation. | |
| To improve access, progress and participation for children with communication and interaction needs | C,E AND I | To train all staff in Tier 1 and Tier 2 ASD training | Communication and Autism Team | Time Financial | <ul style="list-style-type: none"> All staff with have an understanding of the needs of ASD pupils at Tier 1 Targeted staff will have an in-depth understanding of ASD pupils. | 01/19-09/21 |
| | | Identifying key staff who will lead ASD support in the early years, KSI and KS2 | Communication and Autism Team | Time Financial | | 01/19-09/21 |
| To improve access, progress and participation for children with sensory and physical needs | C AND E | To improve storage to ensure corridors are kept clear of clutter | Headteacher Premises Officer | Storage units Time Financial | <ul style="list-style-type: none"> All doorways and entrances are clear from clutter Storage is safe and secure. Pupils with a physical difficulty can learn comfortably | 01/19-09/21 |
| | | To audit the needs of pupils with a physical disability with a view in ensuring suitable furniture and equipment are available | SENCO Head Bursar | Financial | | 01/19-04/20 |

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| | | Whiteboards to be updated with new technology | Head Bursar | Financial | <p>based on their needs</p> <ul style="list-style-type: none"> IWB's have been replaced with touch screen low glare screens Pupils with a fine and gross motor challenge will be supported to access the curriculum Pupils will not be hindered by light shining and blocking their vision Pupils will have a safe, clean and adapted space to be supported in their intimate care routine Staff carrying out the intimate care routines of | 01/19-09/19 |
| | | To ensure there is a consistent approach in delivering fine and gross motor sessions based on recommended provision | SENCO Inclusion Team | Resourcing Financial | | 01/19-12/20 |
| | | Blinds around the school to be updated | Head Bursar | Financial | | 01/19-01/21 |
| | | To renovate and create a space for intimate care | Head Bursar Senco Deputy | Financial | | 01/19-09/20 |
| | | To identify sufficient staff for intimate care and to follow | Head Deputy Senco | Time | | Ongoing |

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| | | through with training and job descriptions | | | <p>particular children are trained in this care and have regular updated safeguarding training</p> <ul style="list-style-type: none"> The disabled toilets in the nursery are fit for purpose | 01/19-09/20 |
| | | | | | | |
| | | To make the disabled toilet in the nursery fit for purpose and clutter free | Head Phase Leader Nursery staff | Time | | |
| To improve access, progress and participation for children with cognition and learning needs | C,E AND I | To identify the needs of teachers knowledge of differentiation through an audit | PSS SENCO SLT/SMT | Time | <ul style="list-style-type: none"> All teachers differentiate according to pupils needs, progress and development All teachers link differentiation to pupils individual targets | Ongoing |
| | | To organise a series of training based on the identified needs | SENCO | | | Ongoing |
| To improve access, progress and participation for children with social, | C, E and I | Malachi-counselling service | Malachi staff | Every Wednesday | Pupils and parents are supported, guided and equipped with strategies based on challenges they are faced with. | Ongoing |

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| emotional, mental health needs | | | | | | |
| Training for staff on increasing access to the curriculum for all pupils | C, E and I | <ul style="list-style-type: none"> • Epipen training • Intimate care policy linked to training staff Training • Access to courses, CPD • Ongoing guidance from the Educational Psychologist, Physical Disabilities School Support, Communication and Autism team and Pupil School Support | SLT / Senco/ School nurse Local Offer | Financial Time | <ul style="list-style-type: none"> • Increased access to the curriculum • Needs of all learners met • Maintain records of staff trained | Ongoing |
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