

St Laurence's Primary School Accessibility Action Plan 2015-2018

Access to the Curriculum

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive quality first teaching.	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs.	Staff meeting		Increased access to the curriculum needs of all learners met with reasonable adjustments. Lesson observations show that all children make progress within lessons.
Develop as a 'Makaton friendly' school.	EYFS staff SENDCo	Day 1 and Day 2 training attended by EYFS staff, Y1 staff and TA's and SSA's. Techniques in use across EYFS and Y1.	CPD funding	January 2017 February 2017	To develop support and acquisition of S&L skills. Increasing the children's S&L development making more than 12 months' progress within 12 months.
ELKLAN training	AR KG JF	Visit to local school. Develop lead role JF Baseline screening BPVS - followed by specific programme	Use of TA's who have already been trained. SENCO – baseline test.	On-going	To develop support and acquisition of S&L skills. Increasing the children's S&L development making more than 12 months' progress within 12 months.
Appropriate use of specialised equipment to benefit individual pupils and staff.		Hygiene room installed with specific equipment, to provide appropriate facilities to meet pupil needs.	LA Funding	July/August 2016	Increased access to the curriculum needs of all learners met.
Provide specialist play equipment.	Class teachers	Enable pupils with SEND to benefit from playtimes to provide structure where this is beneficial to the child. Investigate Playpods.	Friends of St. Laurence School funds	Sept 2018	Co-operative play and behaviour improves at playtime. All pupils are able to play with him.
Parental and pupil feedback	SENDCo	Questionnaire / consultation with parents of pupils with SEND			Feedback used to inform future priorities and school improvement.
Improve the quality of provision for children with specific emotional needs.	Learning Mentor HS SENDCo SK	Learning Mentor to be employed to help provide counselling for children with specific needs. Training to be given to develop the role of learning mentor. TAMHS/ No Worries – staff trained to deliver the No Worries programme	Pupil Premium	From 2016 - ongoing	Children with high levels of anxiety or other significant emotional problems will feel more confident in the school setting. Improved access to the curriculum, attainment levels will improve.

					School acknowledging the rise in mental health issues in younger people.
Provide school based OT activities for Pupils with SEND.		Train staff to run Cool Kids activities to help children develop coordination	£1824	March 2017	Increased mobility and dexterity, access to the full range of activities in a normal school day.
Use of a range of appropriate outreach agencies.		Woodlands Outreach –The Woodlands Centre Wem Westfield Special School Leominster EAL - Telford	Pupil Premium School Budget		Children identified with SEND will gain better access to the curriculum and their own learning will improve.
Develop the role of the SEND assistant –TA (SH)	SENDCo SM	SENDCo to train the TA (SH)	£420		Additional support and communication for all aspects of SEND. Assistant will be able to help use assessment

Access to the Physical Environment

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Improvements to aid those with a visual impairment.	SM CP	Maintenance of external steps and manhole covers highlighted in yellow/nonslip paint. Consider how often to repaint.	£120	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improve the quality of provision for children with specific emotional needs.	Learning Mentor HS	Learning Mentor to be employed to help provide counselling for children with specific needs. Increase the number of tranquil spaces for pupils with additional needs.	£11,000	From 2016 - ongoing	Children with high levels of anxiety or other significant emotional problems will feel more confident in the school setting. Improved access to the curriculum, attainment levels will improve.

Appropriate use of specialised equipment to benefit individual pupils and staff.		Hygiene room installed with specific equipment, to provide appropriate equipment to meet pupil needs. Changing station, wheel chair accessible toilet. Grab rails and emergency alarm system.	LA funding £12,000	July/August 2016	Physical accessibility of the school increased. Regular service checks in place.
Provide parking bay for disabled access.	SM KG CP	Use the area outside the PPA/Meeting Room, adjacent to the low brick wall. Signs on the brick wall.	£200	Autumn 2017	Improved access for all stakeholders including visitors
Improve accessibility of Forest School area to accommodate children with physical / mobility issues		School minibus to help improve access for physically impaired pupils	£3,800 LA funding	Sep 2017	All children are able to take part in Forest Schools.

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Maintain Safe Access around exterior of school		Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground's maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways
Secure and improved access to the entrance of the building		Redevelop the entrance to the school reception area.	£80,000	Summer 2017	All stakeholders will have improved access to the school.

Provide riding lessons for pupils with SEND		Maintain links with North Farm Riding School. School mini bus to provide transport for pupils, including wheel chair access.	£420	Once a fortnight – on going	Improved confidence for children concerned. Children move through 'levels' Celebration of success in assembly and newsletters.
Develop sensory garden	SM SENDCo MH KG Children	Space in school garden – herbs/willow structures wind chimes, different surfaces to walk on	£500	Start Summer 2017	Children are able to use the garden to help with their own sensory needs.