

Accessibility Plan

APPROVAL & ADOPTION

This plan was formally agreed and adopted by the Governing Body on:

___27 February 2017_____

Chair of Governors

Signed: _____



<u>Child Disability/Need</u>	<u>Success Criteria</u>	<u>Action to be taken</u>	<u>Resources</u>	<u>Time</u>	<u>Person Responsible</u>
Cognition & Learning	Child is able to participate in inclusive education appropriate for their needs.	<ul style="list-style-type: none"> • Access information from previous educators/home/health etc • Is there a need to refer to Early Help? • Are additional assessments/tests etc required? • Does the child need additional staff support? • Staff to undertake appropriate CPD • Assess required alterations to premises • Are additional/specialist resources required? • On-going support for child/school/family 	<ul style="list-style-type: none"> • Professional agencies • Financial costs • Specialist resources • LA personnel • Inclusion Leader time • CPD providers / time 	Dependant on individual child's needs	<ul style="list-style-type: none"> • Executive Headteacher • Inclusion Leader • Governing Body
Communication & Interaction (including ASD)	Child is able to manage behaviour in school.	<ul style="list-style-type: none"> • Access information from previous educators/home/health etc • Is there a need to refer to Early Help? • Are additional assessments/tests etc required? • Does the child need additional staff support? • Staff to undertake appropriate CPD • Assess required alterations to premises • Are additional/specialist resources required? • On-going support for child/school/family 	<ul style="list-style-type: none"> • Professional agencies • Financial costs • Specialist resources • LA personnel • Inclusion Leader time • CPD providers / time 	Dependant on individual child's needs	<ul style="list-style-type: none"> • Executive Headteacher • Inclusion Leader • Governing Body
Social, Emotional & Mental Health (including ADHD)	Child is able to maintain meaningful friendships / relationships in school and interact with others.	<ul style="list-style-type: none"> • Access information from previous educators/home/health etc • Is there a need to refer to Early Help? • Are additional assessments/tests etc required? • Does the child need additional staff support? • Staff to undertake appropriate CPD 	<ul style="list-style-type: none"> • Professional agencies • Financial costs • Specialist resources • LA personnel • Inclusion Leader time • CPD providers / time 	Dependant on individual child's needs	<ul style="list-style-type: none"> • Executive Headteacher • Inclusion Leader • Governing Body

		<ul style="list-style-type: none"> • Assess required alterations to premises • Are additional/specialist resources required? • On-going support for child/school/family 			
Physical and/or Sensory impairment	Child is able to access all areas of curriculum and makes expected academic progress.	<ul style="list-style-type: none"> • Access information from previous educators/home/health etc • Is there a need to refer to Early Help? • Are additional assessments/tests etc required? • Does the child need additional staff support? • Staff to undertake appropriate CPD • Assess required alterations to premises • Are additional/specialist resources required? • On-going support for child/school/family 	<ul style="list-style-type: none"> • Professional agencies • Financial costs • Specialist resources • LA personnel • Inclusion Leader time • CPD providers / time 	Dependant on individual child's needs	<ul style="list-style-type: none"> • Executive Headteacher • Inclusion Leader • Governing Body

A provision map will be developed for each child that relates specifically to their needs once a parent has formally accepted the offer of a place at the school or once a need is identified for a child already attending the school. A close working partnership between the school and the parents is essential in enabling the child's needs to be met. If a child meets the criteria for SEN support or above the school will meet with the parents regularly (3 times per year minimum) to plan and review provision to meet the additional educational needs of the child.