



**Cayley Primary School**  
**Accessibility Action Plan**  
**2019-2022**

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim 1	To increase access to the curriculum for pupils with a disability				
Priority	Strategy / Action	Resources	Time	Success Criteria	Monitoring Method
Further improve the accessibility to the curriculum for all SEND pupils	<p>Provide children with suitable learning resources to enable personalised learning for SEND pupils</p> <p>Ensure interventions are able to take place virtually if in the event of full/partial closure</p> <p>Ensure parents are given the necessary support to support their children who have SEND during a full/partial closure</p>	£500	Ongoing  September 2020	SEND pupils fully accessing the curriculum and improved academic achievement	HT DHT SENCO
To continually review attainment of all SEN pupils	<p>HT/ SENCO/Class teacher pupil progress meetings</p> <p>Scrutiny of assessment systems and data scrutiny</p> <p>Provision-Mapping</p> <p>Regular parent meetings</p>		Termly	Progress made towards Support Plans and targets Provision-mapping shows clear steps and progress made	HT DHT/ SENCO and /Phase Leaders
Improve staff awareness of disability issues of SEND pupils	Seek advice and guidance from various professionals. Consider needs of specific students while at Cayley or off-site activities	Disability Rights Commission and all staff	On-going	Increased access to the curriculum Needs of all learners met Parents fully informed	HT DHT/SENCO

<p>Improve range of skills and experience made available within Cayley so that staff are better able to assess and provide for the needs of pupils who have learning difficulties and disabilities</p>	<p>Audit staff's current skills, training and experience. Augment these through training using carousel method to take into action personalised cpd opportunities, virtual training for CLIMB provision</p>	<p>Training sessions provided for TAs and teachers led by the SENCO and middle leaders</p>	<p>Ongoing</p>	<p>-Good, successful relationships with other professionals/agencies ie Staff are secure in their understanding of learning difficulties and abilities and are able to develop and advice upon teaching strategies to enable SEND pupils have even greater access to the curriculum</p> <p>ASD children supported and accessing curriculum and making progress</p>	<p>HT DHT/SENCO</p>
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<p><b>Aim 2</b></p>	<p><b>To Improve and maintain access to the physical environment</b></p>
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Priority	Strategy / Action	Resources	Time	Success Criteria	Monitoring Method
Ensure that all school trips and residential visits are fully accessible for students with learning, emotional and physical difficulties	Continuous planning Pre –trip or advanced visits Risk assessments SENCO to meet and update parents accordingly	SENCO CT	On-going	School trips and residential visits are fully accessible for all students	HT DHT SENCO
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	On going	Disabled people to move unhindered along exterior pathways	HT Site Manager Finance
Ensure correct procedures are in place for child with SEN/ specific risk assessments in order to evacuate the building in case of fire/emergency	Complete individual risk assessments for children who need specific access during fire drills. These are shared with class teacher and teaching assistants. Fire drill practices completed to check procedures are followed accurately. PEEP Evac Chair Procedure to be included in risk assessment if applicable. Training for relevant staff given.	SENCO	In place and on going	Successful timings for fire drills all SEND pupils needs are catered for.	HT DH SENCO Class teachers

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	On going	Disabled people to move unhindered along exterior pathways	HT Site Manager Finance
To ensure that the environment is visually appropriate for all pupils	Displays in classrooms to be engaging but confined mostly to shades of blue with lettering in one single colour. Spaces and places for pupils with ADHD/ ASD to be available where they can feel calm and safe when needed – Occupational Therapy Room, Sensory Room, CLIMB. Deliver INSET for staff on effective displays	£500	From October 2020	All teaching & non-teaching staff Monitored by HT/Leaders	Environment is interesting and does not give a sensory-overload with multi-coloured lettering and clashing display boards.

Aim 3	To Improve the delivery of lessons and written information / communication to pupils				
Priority	Strategy / Action	Resources	Time	Success Criteria	Monitoring Method
Training for teachers/TAs on differentiating the curriculum and effective communication with parents	Staff training and meetings with parents of SEN pupils arranged Staff trained on the use of multi-media activities to support the curriculum where appropriate and the use of interactive ICT equipment Specific equipment sourced from occupational therapy/SALT	Training time TA time allocated	On-going	Increased access to the curriculum Needs of all learners met Parents fully informed	HT DHT/ SENCO
To ensure that the environment is visually appropriate for all pupils	Displays in classrooms to be engaging but confined mostly to shades of blue with lettering in one single colour. Spaces and places for pupils with ADHD/ ASD to be available where they can feel calm and safe when needed – Occupational Therapy Room, Sensory Room, CLIMB. Deliver INSET for staff on effective displays	£500	From October 2020	All teaching & non-teaching staff Monitored by HT/Leaders	Environment is interesting and does not give a sensory-overload with multi-coloured lettering and clashing display boards.
Appropriate use of specialised equipment to benefit individual pupils and staff	Specific cushion seats for children Specific training in word processing skills through Touch Type Programme. Laptops Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty	Specialist equipment as listed £500	On going on needs basis	Increased access to the curriculum Needs of all learners met.	HT DHT/ SENCO Finance
To improve the delivery of written information	Use local authority services to covert written information into alternative formats	Staff awareness of the services available	Information accessible to all	HT	ongoing