

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name **Beeches Infant School**

Dates: From **December 2015** **To** **December 2018** **(3years)**

To improve accessibility for children and young people

Planning Duty 1 : Increasing the extent to which pupils with disabilities can participate in the school curriculum.

Planning Duty 2: Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Planning duty 3 : Improving information delivery to pupils with disabilities which is readily available to other pupils.

Objectives	Actions			Evidence	Dates
	How	Who	Resources		
Outcome for pupils to ensure progress and participation				to be collected to measure progress	
<p>pupil participation</p> <ul style="list-style-type: none"> To continue to ensure different groups from across the school are represented when making school council decisions– including reception children and vulnerable groups 	<p>Develop ways to effectively include vulnerable groups further by adjusting how their opinions are gained.</p>	<p>School council teacher</p>	<p>Meeting times</p>	<p>School council records and actions</p>	<p>Termly minutes of school council meetings- ongoing</p>
	<p>To analyse regular pupil voice questionnaires to identify areas for development and plan accordingly.</p>	<p>Inclusion Manager</p> <p>And all staff</p>	<p>Playground redevelopment budget and for new equipment £10000</p> <p>Training of playground buddies</p>		
<ul style="list-style-type: none"> To continue to use pupil questionnaires to inform the school development plan to improve the school environment. Pupil voice questionnaires highlight the need to develop the key stage one playground and in 					

<p>particular the quiet area and main playground . In particular the views of pupils with recognised SEND have been addressed e.g. autistic children or those with a physical difficulty or medical condition.</p>				<p>Records of actions taken</p>	
<p>Communication and interaction</p> <ul style="list-style-type: none"> To further develop the use of widget /communication in print 2 to help scaffold learning and LO and as a teaching aid for reading for identified children To further develop the use of task boards where appropriate and visual success criteria particularly in foundation stage and for children who need support with their learning To continue to develop the use of visual timetables To train staff in the use of Makaton to support identified children 	<p>Communication in print 2 available on all computers.</p> <p>Staff training time</p> <p>Two staff identified and trained – sign of the week demonstrated in staff meetings throughout the year to upskill all staff members – starting January 2016</p>	<p>Inclusion manager and all staff</p> <p>Trained staff</p>	<p>Communication in print 2 programme on all computers</p> <p>Scheduled staff meeting time</p> <p>Staff training time</p> <p>Staff meeting time</p> <p>Makaton training for two staff £250</p>	<p>Evidence of use of symbols to scaffold learning in classrooms and task boards and use of visual success criteria</p> <p>Visual timetables in use across the school</p> <p>Evidence in staff meeting records</p>	<p>Ongoing</p> <p>Staff meeting to train all staff in the use of widget March 2016</p> <p>Regular meeting and peer review to reflect on practice</p>

<p>Social , emotional and mental health difficulties</p> <ul style="list-style-type: none"> • Continue to develop the use of Boxall profiles as a means of identifying emotional needs • Support via mentoring groups for identified children • Continued pastoral team support for families identified as requiring support 	<p>Boxall profiles used to identify needs</p> <p>Pastoral team meetings</p>	<p>Inclusion Manager, nurture staff</p> <p>pastoral team</p> <p>And all staff</p>	<p>Meeting times</p> <p>Two TA's £6000</p> <p>PSW/mentor £5000</p>	<p>Evidence of Boxall profiles and actions taken</p>	<p>ongoing</p>
<p>Cognition and learning</p> <ul style="list-style-type: none"> • To introduce and embed the half termly review of children identified as needing support for learning using the continuum linked to o track • To introduce one page profiles for individual identified children so that information is easily accessible to all • 	<p>All staff trained and half termly ITP meetings in place. Tracking to inform planning and support effective intervention.</p>	<p>Inclusion Manager</p> <p>And all staff</p>	<p>Staff time</p> <p>Timetabled meetings</p>	<p>Review meeting notes</p> <p>Notes from half termly progress meetings</p> <p>Individual support plans</p>	<p>Ongoing – half termly meetings</p>
<p>Physical environment</p> <ul style="list-style-type: none"> • As PFI school the physical environment is audited at least every year. Gallifords and BSPL are contacted to ensure reasonable 	<p>Yearly audit of premises</p>	<p>Gallifords</p> <p>Try BSPL</p>	<p>Business manager and HT laisse with site premises staff to ensure safety of environment and accessibility</p>	<p>Record of environment audits.</p>	<p>Ongoing liaison and yearly premises audit</p>

<p>adjustments are made as required .</p> <ul style="list-style-type: none"> Reasonable adjustments are made to the environment as required to meet individual children's needs. 					
<p>Physical needs</p> <ul style="list-style-type: none"> To plan support for specific children with identified medical needs as required making reasonable adjustments on admission to school. 	<p>Adjustment and support in place to meet individual identified needs</p>	<p>Inclusion Manager And all staff</p>	<p>Staff identified and trained as appropriate to meet needs Purchase of additional equipment as required</p>	<p>Individual plans for identified children</p>	<p>Ongoing and in response to need</p>