

RAINBOW FORGE PRIMARY SCHOOL ACCESSIBILITY PLAN 2016-2018

1. Access to the curriculum. To include teaching and learning and the wider curriculum of the school.						
Time scale	Targets	Strategies	Next steps	Time frame	Success criteria	Monitoring notes
Short term	To ensure our provision map is inclusive of the needs of all pupils within our school.	Class teachers to review this with support of SLT in 'Solve It' meetings. SENDCo to compile this information onto SEND register.	Staff to continue to update this, NQT's to be given extra support from SLT to ensure this is accurate.	Half termly	Provision map is operational working document, kept up to date and available on staff shared.	
	To ensure all planning identifies pupils on the SEN register by name and that provision meets their needs.	SENDCo to review planning regularly and all subject reviews to look at differentiation on planning.	Continue to support new staff in appropriate differentiation.	Termly	All pupils able to access a suitably differentiated curriculum. Planning shows named pupils and appropriate tasks.	Last review showed good differentiation, support given to NQTs.
	Teachers ensure all lessons are appropriately differentiated for all groups. Lessons are accessible for children with different learning styles.	Staff are trained in planning various differentiation.	SEND staff meetings to ensure staff know a range of strategies to differentiate.	Termly review of lessons	All lesson observations show appropriate differentiation with all children taking part and children with SEN make good progress.	

	Ensure all pupils have access to after school and holiday clubs.	Outside providers are aware of inclusion policy and address needs of all pupils. Clubs are differentiated appropriately eg. Sports clubs.	Ensure all new clubs are aware of how they can ensure accessibility.	Clubs are reviewed and set half termly.	Clubs are inclusive and accessible to all.	
	Ensure SEND planning is child centred and that teachers listen to pupil voice and respond.	'Child on a page' complete for children with more significant SEND, names on planning, bubble time, 5 point scale.	Staff meetings to ensure all staff are well trained in using these approaches.	Termly SEND reviews.	Staff are aware of SEND code of practice and the strategies in school to ensure children are listened to and at the centre of planning.	
Medium term	Teachers are using assertive mentoring targets and meeting effectively.	Staff are trained in how to set SMART targets and hold structured conversations with parents.	Teachers to become more involved in the My plan process for those pupils in their class that this is relevant for.	Targets set half termly	Assertive mentoring targets are an appropriate level of challenge to move all pupils onto their next steps.	
	ICT provision enables pupils to access their	Liaise with VI team to provide screen splitters and train all staff in communicate in print to	TA to train in online programme for pastoral support.	End of term.	All pupils have access to ICT provision where needed.	

	learning appropriately.	enable pupil's access to visual symbols.				
	School visits enable all pupils to participate.	Visits are discussed with SENDCo and strategies put into place to enable all pupils to participate.	There are a variety of trips planned which address the needs of all pupils.	Yearly trip planning	All pupils access all trips and their needs are met.	
Long term	Full review of accessibility in all subjects.	All subject leaders to run reviews which look at accessibility for all pupils. They seek advice from SENDCo were needed to improve accessibility.	A fully inclusive curriculum is in place.	Subject reviews planned throughout the year.	Subject review feedback shows a fully inclusive curriculum in place.	

## 2. Improvements to the physical environment.

<b>Time scale</b>	<b>Targets</b>	<b>Strategies</b>	<b>Next steps</b>	<b>Time frame</b>	<b>Success criteria</b>	<b>Monitoring notes</b>
Short term	Automated gates fitted on the two school entrances.	Use of developed capital	Now complete	complete	Gates fitted	Complete
	New fencing erected along football yard	Use of developed capital	Now complete	complete	Fence erected	complete
	Emergency lighting fitted in main teaching block	Use of developed capital	Now complete	complete	School is fully compliant with fire safety directives.	complete
Long term	Corridors and classrooms are re	Use of developed capital	Ongoing work around the new	Summer 2018	All classrooms and corridors are	ongoing

	decorated with new blinds.		heating being put in place.		bright and attractive.	
	Install new interactive whiteboards to improve accessibility to visuals.	Use of developed capital	Ongoing work to install new whiteboards.	Summer 2018	All classrooms have bright, touch screen boards.	ongoing
<b>3. Improving the delivery of information to disabled pupils.</b>						
<b>Time scale</b>	<b>Targets</b>	<b>Strategies</b>	<b>Next steps</b>	<b>Time frame</b>	<b>Success criteria</b>	<b>Monitoring notes</b>
Short term	Ensure all members of the school community have access to information in a format that is appropriate. Including handouts, letters home, books in class.	SEND information report available on the website. Overlays used for those with visual stress. Braille for VI pupils. Visual timetable in every classroom plus additional symbols for key information. Information for parents emailed via 'Parent Mail' to enable them to access in a format that suits them.	Develop the use of communicate in print with new staff.	Termly in SEN review	Everyone in the school community can access information.	
Long term	School to review external signage	Erect signs directing staff and visitors which are easily read by all.	Review where new signs are needed.	Summer 2018	The school has signs directing all member of the school community	ongoing

					which are easily understood by all.	
--	--	--	--	--	-------------------------------------	--