



Glensford Primary Academy Accessibility Plan 2020 - 2021

Target A1: Improve the school environment to make it more communication friendly in order to enable SEND pupils to make better progress

Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales	Monitoring Arrangements
To develop communication friendly teaching strategies that encourage speech, reading and writing	<ul style="list-style-type: none"> • CPD to promote the development of visual supports for learning & routines, environment design and teaching strategies • Adults model expected language, have secure knowledge of language development and are able to adapt to remove barriers to learning • Teachers challenge TAs / volunteers who speak incorrectly (to be done in a sensitive way) • Investigate support from Trust & External agencies • Investigate Makaton use 	<p>Classrooms display visual supports and SEND pupils feel prompts help their learning</p> <p>SEND pupils are able to overcome misconceptions and barriers</p> <p>School have record of available support avenues</p> <p>School has identified strategy to support communication</p>	<p>SENCO, CPD time</p> <p>SENCO, monitoring time</p> <p>SENCO, meeting/liaison time</p> <p>SENCO, time to investigate impact/ cost in other settings</p>	<p>Half termly environment walks, ongoing observation & termly report to SLT& Governors. Strategies embedded by July 2021</p> <p>Record in place by December 2020</p> <p>Decision made by July 2021</p>	<p>Environment walks, observation</p> <p>SENCO & SLT feedback</p> <p>SENCO feedback on feasibility</p>

<p>To develop a dyslexia friendly environment and teaching strategies</p>	<ul style="list-style-type: none"> • As above • Investigate explicit resources to support, e.g. digital solutions, spellcheckers, dictionaries, line readers, Use of colour for overlays, keyboards, display etc ... • Staff CPD • Ensure multisensory approaches to learning (see below) 	<p>Resources available to support SEND learners to be independent and make progress</p>	<p>SENCO, Cost of resources £700</p>	<p>Resources purchased by July 2022</p> <p>By July 2021</p>	<p>Environment walks, observation</p>
<p>To further develop sensory learning in EYFS and KS1</p>	<ul style="list-style-type: none"> • Ensure planning of stories and role play across the curriculum • Review mark making and writing opportunities • Consider opportunities for developing gross motor skills and learning outside the classroom • Develop SEND pupil independence – LSA CPD • Improve EYFS to KS1 transition • Develop communication as above 	<p>Planning shows pivotal role of these strategies</p> <p>Writing development opportunities are clear in all areas of the curriculum</p> <p>SEND pupils become increasingly independent</p> <p>Children progress seamlessly between key stages</p>	<p>Class Teachers</p> <p>EYFS lead, CPD time</p> <p>SENCO</p> <p>EYFS lead & Y1 teacher</p>	<p>By December 2020</p> <p>By April 2021</p> <p>By September 2021</p> <p>By September 2021</p>	<p>Planning scrutiny, environment walks, observation</p> <p>Staff, pupils' and parents' perceptions</p>

<p>To raise the attainment of KS1 SEND and vulnerable pupils in reading – ensuring those that are borderline in Y1 phonics screening make accelerated progress</p>	<ul style="list-style-type: none"> • CPD ensures all staff are proficient in teaching phonics • Ensure continuity of approaches to teaching phonics • Explore provision post Y1 	<p>Staff confidence in teaching phonics is increased</p> <p>Consistency between cohorts</p> <p>A structure is in place to support ongoing reading support for identified pupils</p>	<p>English lead, EYFS lead & SENCO, CPD and monitoring time</p>	<p>CPD and Strategy agreed by Dec 2020</p> <p>Data shows improving outcomes for identified pupils by Dec 2021</p>	<p>Staff, pupils' and parents' perceptions, observation</p>
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Target A2: Increase the collaboration with outside agencies to ensure disabled and SEN pupils are well supported					
Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
<p>Investigate the external agencies and Trust support available for SEND pupils</p>	<ul style="list-style-type: none"> • Liaise with community to investigate availability 	<p>School have record of available support avenues and staff are familiar with them</p>	<p>SENCO, Time to meet and liaise</p>	<p>Record in place by December 2020</p>	<p>SENCO report</p>

Liaise with agencies to ensure all disabled and SEN pupils are well supported	<ul style="list-style-type: none"> • Identify pupils in need of support • Identify expertise • Implement strategies • Review successes 	School are able to support SEND pupils to make progress, develop independence and to be physically and mentally healthy	SENCO, Time to meet and liaise	All pupil currently on SEN register receiving required support by Sept 2021	SENCO report, progress data, pupil perceptions
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Target A3: Improve the participation of disabled and SEN pupils in extracurricular activities.					
Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
Ensure all clubs and activities are accessible to all	<ul style="list-style-type: none"> •Collate calendar of clubs •Review accessibility and where appropriate invite targeted pupils 	Club offer is inclusive	SENCO, time to collate and monitor	By Dec 2020	Calendar review

Monitor participation of vulnerable group in extracurricular activities	<ul style="list-style-type: none"> • Keep registers of attendance • Monitor attendance • Review provision, timings, invites etc. 	Monitoring shows that SEND and vulnerable pupils are well represented in attendance at clubs	SENCO, time for monitoring	By July 2021	Register monitoring
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Target A4: Improve the communication of SEND information and support with stakeholders.					
Objective	Specific Actions	Success Criteria	Implementation (people responsible, resources, costs)	Timescales, including detailed dates of meetings and deadlines	Monitoring Arrangements
Improve communication with parents of SEND pupils	<ul style="list-style-type: none"> • Establish parent drop ins • Establish parent forum • Refine systems for parent consultation events (e.g. parents' evenings) 	Parents feel they are well consulted and communicated with	SENCO, time for planning and liaison	By April 2021	Parent feedback

Refine systems to communicate SEND information to and from school staff	<ul style="list-style-type: none"> • Create SEND induction resources • Define SEND criteria • Regular CPD 	All staff have a clear understanding of their responsibilities and the systems of the school	SENCO, time to plan systems and communicate	By April 2021	Staff feedback
Increase participation of pupils in SEND reviews	<ul style="list-style-type: none"> • Explore strategies to ensure all children have a voice in their review 	SEND pupils are openly involved in reviews	SENCO, time to plan systems and meet with children	By July 2021	Review reports/CPOMs
Broaden communication with the Governing Body and Trustees	<ul style="list-style-type: none"> • Liaison with SEND governor • Review information and presentation of useful information to Governors (take feedback) 	Governors receive information in a timely and effective way	SENCO, time for reporting, liaising	By July 2021	Governor minutes & feedback