

Accessibility Plan

School Name Heathlands Primary Academy

Dates: From 18.04.16 **To** 18.04.19 **(3years – to be reviewed annually)**

Reflecting on parental views

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
Cognition and Learning To improve access, progress and participation for children with cognition and learning needs.	C E I	Further staff training on differentiation Eg PDM, small group meetings to share good practice.	TB/LH	Bank of ideas, planning, children's books Online learning tools	School/SEN data Use of communication inprint or equivalent Dyslexia friendly interventions	Ongoing 2016-2017 2017-2018 2018-2019
		Communicate in Print Training for staff.	TAs/TB	ICT		
		Dyslexia training	JR	PDM/Training		
Communication Interaction To improve access, progress and participation for children with communication Interaction needs.	C E I	Children to be assessed using WELLCOMM screening/assessment toolkit Interventions to be set up targeting those children that have a need for it.	TB/Early Years/Foundation staff	WELLCOMM	School/SEN data Observations Parental feedback Assessments Staff practice	Ongoing and annual
		Speech and language training	TB/SLT specialist	Outside trainer		

		AET Level 1 training for all staff and to implement strategies	CAT /AET	Training day		2017-2018
		AET Level 2 training for individual members of staff- strategies to be implemented	CAT/AET	Training	Training delivered	2017-2018
Social, Emotional and Mental Health To improve access, progress and participation for children Social, emotional and mental health needs.	C E	To develop nurture groups within school	Learning Mentor	Learning mentor time Resources	Attachment disorder training delivered by EP.	2017-2018 ongoing
		To explore behaviour management training for children with specific needs eg ADHD	SENCO		Personalised targets/ needs addressed through mentoring both externally and by inhouse staff – learning mentor. Worth Unlimited onsite to support with mentoring.	
		To explore FRIENDS for life training (Sept 2016)	BEPS www.beps.org.uk Learning Mentor	Training for Learning Mentor Whole staff training	COBS support – individualised behaviour management strategies implemented.	
Physical and sensory To improve access, progress and participation for children with physical and sensory needs.	C E I	To adapt resources for children with visual impairment in order to meet individuals level of need.	SENCO, Specialist teacher/A ssistant HT (T&L)	As necessary		Ongoing
		Specific guidance from VI/ HI to appropriate staff	SENCO Specialist teacher	As necessary		Ongoing HI training

		To review finished building works to ensure that they meet the needs of HI/VI children.	Sensory support services SENCO Specialist teachers	Time		delivered annually Autumn 2016
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An accessibility plan from May 2019 is in the process of being created with the support of BEPS.