

Little Sutton Primary School

Accessibility Plan

September 2020- September 2023 (To be reviewed annually)

	Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates September 2020 to September 2023
			What/ How?	Lead	Resources		
	To improve access, progress and participation for children with Special Educational Needs, disabilities and/ or medical conditions.	C	Staff to complete C.A.T. competency audits which will feed into future C.P.D.	C.A.T. (Communication and Autism Team) Inclusion Manager	Audits provided by C.A.T. on a termly basis.	<ul style="list-style-type: none"> • Completed C.A.T. audits • Completed Environmental walk checklist • Attendance list of trips • School, SEND data 	On-going
		E	Annual environmental walk to identify new areas for development.	Inclusion Team Site Manager	Environmental walk checklist		Annually
		E, C, I	To ensure all educational visits are accessible to all pupils. Ensure that risk assessments and reasonable	SLT Visit Leaders CTs	Time for pre-visits to ensure locations and facilities are appropriate		On-going

			adjustments are made well in advance.				
		C, I	Ensure early identification wherever possible of SEND or medical needs of pupils prior to starting school.	Inclusion Manager Early Years Phase Leader SLT	Time for staff to visit transition nurseries.		
		C, I	Where appropriate, support to be provided for alternative methods of recording work.	Sensory support PSS EPS Inclusion Manager	Ipads Laptops Coloured overlays Scribe Clicker 7		
		C, I	Ensure all pupils with SEND have a single page profile and for pupils with medical needs to have a care plan.	All staff	Liasion with staff, parents and pupils to contribute.		

Communication and Interaction	To improve access, progress and participation for pupils with interaction needs.	C,E,I	Continue to develop the 'Talk for Writing' approach throughout school, particularly during whole school Literacy units of work.	Literacy Leader	Time for staff to plan units of work	<ul style="list-style-type: none"> • Impact of Talk for Writing technique being seen within the classroom and pupil progress being made • Completed C.A.T. audits and related action plans • Course evaluations • Impact of training seen within teaching techniques in classroom • School/ S.E.N.D. data 	On-going
		C, I	Ensure that all new staff are Tier 1 AET trained.	Inclusion Manager SLT	Cover costs to allow staff to attend training		On-going
		C, I	Staff to complete C.A.T. competency audits which will feed into future C.P.D.	C.A.T. Inclusion Manager	Audits provided by C.A.T. throughout the year		On-going

Physical and/ or Sensory	To improve access, progress and participation for children with physical and sensory needs.	C,E,I	Ensure that all staff use appropriate colours and size fonts to meet children's needs. For pupils with specific diagnoses, writing and maths exercise books to be purchased with the required coloured paper.	C.A.T. P.S.S. E.P.S. Inclusion Manager	As appropriate	<ul style="list-style-type: none"> Completed resource requisition forms Completed environmental walk checklist Guidance from outside agencies 	On-going
		E	Annual audit of the environment through the environmental walk.	SLT Site Manager	Environmental walk checklist		Annually
		E	Ensure that appropriate colour choices are considered before resources are purchased and areas redecorated.	SLT Site Manager	Budget identified and time for sourcing suitable resources		On-going

Social, Emotional and Mental Health	To improve access, progress and participation for children with social, emotional and mental health needs.	I	Staff and pupils to have access to the members of staff who have been trained as Mental Health First Aiders.	SLT Inclusion Manager Mental Health First Aiders	Cover costs to allow staff to attend training	<ul style="list-style-type: none"> • Impact of support seen within the classroom/ school environment • School/ S.E.N.D. data • Reports from external agencies 	On-going
		C, I	Mentoring sessions provided by Andi Markham to be offered to pupils as appropriate.	Inclusion Manager DHT	Time to liaise		On-going
Cognition and Learning	To improve access, progress and participation for children with cognition and learning.	C,I	The continued implementation of the ITP approach across the curriculum.	Inclusion Manager P.S.S.	Inclusion Manager leadership time to train, support & monitor	<ul style="list-style-type: none"> • Pupil progress evident in data tracking • Personalised targets in place • Completed resource audits 	On-going
		C	The continued implementation of the 'Toolkit Progress Tracker' to personalise next steps in learning.	Inclusion Manager P.S.S	Inclusion Manager leadership time to train, support & monitor		On-going

		C, I	The on-going auditing of learning resources to ensure that they both support and challenge learners.	Inclusion Manager SLT	Budget identified and time for sourcing suitable resources.		On-going
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