

Thurnham C E Infant School



Accessibility/Inclusion Action Plan

Member of Staff Responsible	Mrs E Pateman
Position	SENCO
Dated	September 2017
Date of next review	September 2019

PERIOD: SEPTEMBER 2017 – JULY 2018

FOCUS	WHERE WE ARE	TARGETS	ACTION	WHO	COST	DATE	SUCCESS INDICATORS/ REVIEW
<i>Review of classroom provision re: current disability needs.</i>	We have 3 children receiving HNF. There are children with HN medical conditions such as Cystic Fibrosis, Type 1 Diabetes, Haemophilia and Hyperinsulinism	<ul style="list-style-type: none"> ○ To review provision and plan for change. ○ To provide best possible care for all children with Medical and Educational needs. ○ Risk assessments completed and in place – regularly updated. ○ Ensure all care plans are correctly displayed. 	<ul style="list-style-type: none"> ● To ensure that the outside areas are kept safe for child with CF. ● To ensure that the correct staff are trained and employed to support the children. ● To ensure that the education provided is fully inclusive. ● Update training on Diabetes Type 1, Hyperinsulinism, Haemophilia ● Staff employed to support children ● Higher needs funding applied for. 	CJ EP Becky M AW FP RE	As appropriate.	On going	

<p><i>Environment</i> <i>Annual check by Governors' Building Committee</i></p>	<p>Regular annual checks by Governors re: H & S Accessibility Standards Improvement</p>	<ul style="list-style-type: none"> ○ To provide suitable facilities for all pupils staff and visitors to school and site ○ To ensure that the outside areas in EYFS are safe and provide the correct environment. ○ To provide an outside area for the children who are in Year 1 who still need access to EYFS. 	<ul style="list-style-type: none"> ● Visual inspections; written record, discussion and recommendations to governing body. ● Look at possibility of using the area to the left of Yellow Class – changing the surface and providing a range of equipment and resources. ● Review the impact of all Interventions. ● To ensure staff are aware of the changes to LIFT referrals. 	<p>Governors' Building Committee</p> <p>CJ EP ES</p>	<p>As appropriate</p>	<p>On going</p>	
FOCUS	WHERE WE ARE	TARGETS	ACTION	WHO	COST	DATE	SUCCESS INDICATORS/ REVIEW
<p><u>CURRICULUM ACCESSIBILITY</u></p> <p>Nurturing an inclusive ethos</p>	<p>Regular audit of books and resources to monitor for inclusive images and representations of disabled in society – we order books with this in mind.</p>	<ul style="list-style-type: none"> ○ To raise awareness with children of the need to include all, also to inform children of disabilities through story and information books. ○ Children are aware that some people have greater challenges in life. ○ To ensure all staff are trained. 	<ul style="list-style-type: none"> ● Ensure that children are aware of other people's needs. ● Children in Year 2 to have training/ information about Diabetes/Haemophilia/ Hyperinsulinism. ● To ensure the Kitchen are able to provide a range of nutritional meals for all children regardless of allergy. ● Ensure essential information regarding children is shared so all are informed to keep them safe. 	<p>CJ EP Kitchen office</p>	<p>As appropriate</p>	<p>Ongoing</p>	

<p>PROVISION OF INFORMATION</p> <p>Consider procedure for dealing with temporary disabilities if necessary.</p>	<p>Informal decisions are made for supporting for children with broken limbs etc. when incidents arise. All children who have regular medicine have forms completed and stored in the office.</p> <p>Information is displayed for each child with a medical need or severe allergy.</p>	<ul style="list-style-type: none"> ○ To have an individual medicine sheet for each child that needs medicine in school. ○ To upload all medical information onto SIMS ○ For staff to use SIMS to find information regarding each child 	<ul style="list-style-type: none"> ● To discuss individual needs as they arise with parents and agencies. ● Ensure that there is lunch time supervision and activities for the children to engage with. ● Ensure all staff are aware during staff meeting of any pastoral issues- these, and safeguarding, will be discussed each week ● To send home the allergy and alternative menus from the Kitchen each term. To encourage parents to attend lunches and to meet with the kitchen staff. 	<p>CJ Governors EP</p> <p>All staff and SLT</p>	<p>As appropriate</p>	<p>On going</p>	<p><i>All children with an allergy are displayed in the Kitchen /Staffroom, and hallway.</i></p> <p><i>Those with high allergy needs have an individual Health Care Plan</i></p>
FOCUS	WHERE WE ARE	TARGETS	ACTION	WHO	COST	DATE	SUCCESS INDICATORS/ REVIEW
<p>Monitoring and tracking</p> <p>Setting suitable targets and expectations for all pupils and supply appropriate support.</p>	<p>Each class has a designated TA to support children to achieve high standard. To run provision groups shared and planned with the class teacher.</p>	<ul style="list-style-type: none"> ○ To plan targeted support to achieve high standards. ○ To have considered flexible working hours. 	<ul style="list-style-type: none"> ● Plan and monitor standards and use of TA support. Continue to report to Governors' Curriculum Committee termly. ● To review the role of TAs. ● To carry out a skills audit. ● To consider the best ways to support all children. ● To complete and oversee the TA/LSA appraisal cycle. 	<p>All staff</p>	<p>TA and LSA</p>	<p>Ongoing</p>	

<p>Monitoring and tracking</p> <p>Regular meetings and class based observations, Work scrutiny</p>	<p>Regular pupil progress meetings which take place five times a year. Staff now prepare own data and notes</p>	<ul style="list-style-type: none"> ○ To use provision mapping more proficiently to support all vulnerable groups. ○ More regular Inclusion Monitoring ○ To ensure recommendations are actioned in the classrooms. 	<ul style="list-style-type: none"> ● To ensure pupil progress meetings are written up and evaluated and new targets are set. ● To ensure that assessments are undertaken on children who appear to be experiencing some challenges and the gap is widening. 	<p>All staff Govs</p>	<p>N/A</p>	<p>Four times a year</p>	
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<p><u>Inclusion</u></p> <p><i>Work to support children in within the school.</i></p>	<p>There are children in school with a range of SEN and Medical needs. Not all children who require some boosting and support are SEN</p>	<ul style="list-style-type: none"> ○ To review the interventions provided. ○ Ensure that all staff who want to have some additional training ○ Are able to be Supported. 	<ul style="list-style-type: none"> ● Ensure all LSAs are correctly trained/aware of Training courses. ● To ensure that all children are fully inclusive. ● To attend training courses and have the opportunity to share their new learning. ● That there is a good liaison between school, parents and outside agencies. 	<p>CJ Governors EP RE</p>	<p>Cost of LSA x6 (am and pm LSAs) All children have 2 LSAs</p>		
<p><u>Disabilities</u></p> <p>For pupils with Severe and Complex needs to access the curriculum.</p>	<p>We have a range of adapted resources such as seating, eating and slopes.</p>	<ul style="list-style-type: none"> ○ To ensure that there are sufficient resources and technology to allow for access to the curriculum. ○ To continue to use the new Learn Pads whenever possible as an aid to learning and recording. ○ To use sound boxes and talking tins to help children with their recording ○ To implement the use of Colourful Semantics for all children who have language and processing delay. ○ To use the Clever Touch boards 	<ul style="list-style-type: none"> ● To ensure that children who are small or have gross/core skills have the correct seating and writing materials (slope boards/wrist supports etc) ● Ensure children with Visual discrimination issues have the correct resources. 	<p>CT LSA EP</p>	<p>As appropriate</p> <p>Classes have 16 Learn Pads between 2</p>	<p>On going</p>	

<u>Vulnerable Groups</u>	Vulnerable Register is held. This is a fluid list Children who are vulnerable are supported and any additional provisions are made.	<ul style="list-style-type: none"> ○ To ensure all staff are aware how to support all children. ○ To ensure all children are correctly identified 	<ul style="list-style-type: none"> ● To provide support for children and families and to signpost to outside agencies. ● Continue to track and monitor the progress of all the vulnerable groups. ● To continue to find new strategies to close the gap between under-attainers and the peer group. 	CJ EP staff	Small cost for training or counselling		
Use of the DALE ROOM	The Dale Room has been set up and it is resourced. All resources are in clearly labelled trays.	<ul style="list-style-type: none"> ○ That a programme of regular support is in place to help children who need small group/calming environment 	<ul style="list-style-type: none"> ● To ensure all staff are aware of their time to use the Dale Room – to ensure that they are aware of the Nurture type interventions that take place. 	INSET Staff meeting times	All staff	Any training or subscription costs	
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<u>Inclusion</u> <u>Cognition and Learning</u> The Classroom is a dyslexia friendly environment	Staff have some knowledge as to the provision and planning for children with Dyslexia	<ul style="list-style-type: none"> ○ To increase and update awareness. Staff to have current knowledge and skills to support and recognise Dyslexic traits ○ School to ensure providing a Dyslexia friendly environment. ○ Liz P to obtain her Dyslexia Qualification so she can screen children and provide suitable interventions. 	<ul style="list-style-type: none"> ● To help staff ensure that they provide the correct environment for all children to achieve. ● To ensure children are being screened for visual disturbances using the visual screener. ● To order Cream coloured books for all to use. ● Continue with environmental spot checks. 	EP CJ All Staff	EP and all staff INSET day	Training costs £400 assessment materials £1,500 training	

<p>Communication and Interaction</p> <p>Speech and Language</p> <p>Speech Link Language Link</p> <p>Language Tool Kit</p>	<p>Continue to develop staff awareness of Language Link and Language for Learning Resources.</p> <p>Beginning to implement the new Tool kit for Language</p>	<ul style="list-style-type: none"> ○ Children are screened in Foundation Stage on Speech Link ○ Support given where needed. ○ The interventions are proven to have had an impact. ○ All Year R Language Link screened ○ Year 1 and 2 children rescreened. 	<ul style="list-style-type: none"> ● Children screened on Speech Link by EP. ● Plans given to the CT. ● Actions and interventions included on the Class and Individual Support Plans. ● Children rescreened to check for progress. ● Children who still having difficulties referred to Speech and Language Team. ● Children who need support to use Colourful Semantics and Language Tool kit. ● All classes to display toolkit. 	<p>Outside agencies</p> <p>CJ</p> <p>EP</p> <p>TAs</p> <p>C O'B</p> <p>CP</p>	<p>LSA cost</p> <p>£50</p> <p>£275 for annual registration</p>	<p>Ongoing – All screened by end Term 2</p>	
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<p><u>EAL SUPPORT</u></p>	<p>Children within school who are EAL need support and pre – teaching of key skills and vocabulary</p> <p>All classes have their own EAL folder containing registers/Kent Steps and any resources</p> <p>EAL audit completed.</p>	<ul style="list-style-type: none"> ○ Children with EAL supported within the classroom. All staff aware how to support the children. ○ LSA employed to support EAL children on a timetable. ○ All classes have EAL folders with resources. Celebrating us all. 	<ul style="list-style-type: none"> ● Initial observations are made of the EAL children. ● Ensure parents are able to read letters and all school communications. ● All staff aware of the demographic of their class including Religion and observances. ● EAL support built into Classroom teaching. ● Resources displayed in a range of languages. 	<p>CJ EP LSA (CP) BM^c</p>	<p>Cost of EAL resources.</p>	<p>Ongoing throughout the year</p>	
<p><u>Social Emotional and Mental Health</u></p> <p><u>Behaviour</u> To ensure that the Behaviour Policy is Fully implemented.</p>	<p>Our policy was introduced a few years ago. The reward time was introduced in the past year.</p> <p>Children are now being awarded House Points instead of Marbles. Year R continue to use the Cloud System.</p>	<ul style="list-style-type: none"> ○ To implement the changes ○ To review whether we continue with the Rocket/marbles in KS1 ○ To implement a whole school reward system. So we work cross year group. 	<ul style="list-style-type: none"> ● To restart Year Group reward time ● Find a new way of selecting the rewards. ● Change the rewards more frequently. ● Find a time for the whole school to be together. ● Involve all the staff of the school. 	<p>All staff SK Governors</p> <p>EP</p>	<p>Staff meeting times</p> <p>Small costs for items for the reward groups.</p>	<p>Fully implemented by end of term 6 18 – trialled throughout the year.</p>	
<p><u>Emotional well being</u></p> <p>Thrive</p>	<p>Sandra Braybn is a trained Thrive Practitioner.</p> <p>Every class was screened last year. Children who needed an individual programme were given one</p>	<ul style="list-style-type: none"> ○ Every teacher to complete a class screener. ○ Individual children have their own plan developed ○ S B released on a Weds am to continuing implementing programmes ○ Training for all staff. ○ Thurnham to become a 	<ul style="list-style-type: none"> ● Once children have been screened interventions to be put into place. ● Staff aware of how to deliver a Thrive approach and all use ‘PLACE’ in our interactions. ● Impact shown through the change in the pupils ● Ensure enough resources 	<p>SB EP All Staff</p>	<p>£596 to register 90 pupils.</p>		

		Thrive School.					
Drawing and Talking	EP and GLIs are trained Drawing and Talking Practitioners.	<ul style="list-style-type: none"> ○ To run more Drawing and Talking sessions 	<ul style="list-style-type: none"> ● To ensure that all children who need a therapy type intervention are supported. 		Money for Small world Play therapy		
Implement and utilise the 'positive touch' Policy	Beginning to explore how the power of positive touch can calm and help regulate children.	<ul style="list-style-type: none"> ○ To use the power of touch across the school to help calm children. 	<ul style="list-style-type: none"> ● Explore training ● Investigate how this would work across the school. 				
Staff supervision and Well Being	Linsey O'Connell – EP – gave a training session on Supervision	<ul style="list-style-type: none"> ○ Staff to have formed supportive teams. ○ Staff able to access Supervision where necessary. 	<ul style="list-style-type: none"> ● Staff feel able to share experiences and emotions. Situations are contained and the well-being of staff is good. 			Term 2 Training Term 4 Beginning to be used in scl.	
<u>Physical and/or Sensory</u>	BEAM intervention is provided for those who have weaker core skills	<ul style="list-style-type: none"> ○ All children to have 50 sessions before referral made to external agencies. ○ To ensure that all staff are able to support children with Hyper mobile joints. ○ To consider using the Vizzies/Handies/Movies and Sensory Programmes Once children have been assessed using the flow charts. 	<ul style="list-style-type: none"> ● To continue to use BEAM to screen and support pupils. ● To continue programme in Year 1 and 2 if necessary. ● To ensure that the dining hall seating is appropriate for all children who have trouble with core strength and motor co-ordination/Size. ● To be aware sensory needs ● EP to attend AEN Show 				
Early identification of children with poor physical co-ordination dyspraxia etc. (Gross motor skills). BEAM programme Daily Sensory Circuits	Year R are screened in Term 1 CP runs Sensory Circuit programme x4 mornings.						

