



Accessibility/Inclusion Action Plan

Member of Staff Responsible	Mrs R Evans
Position	SENCO
Dated	September 2022
Date of next review	September 2024

PERIOD: SEPTEMBER 2022 – JULY 2024

FOCUS	WHERE WE ARE	TARGETS	ACTION	WHO	COST	DATE	SUCCESS INDICATORS/ REVIEW
<i>Review of classroom provision re: <u>current disability needs.</u></i>	We have 3 children receiving HNF.	<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 correct staff are trained and employed to support the children. To ensure that the education provided is fully inclusive. Update training on Diabetes Asthma Staff employed to support children Higher needs funding applied for and awarded. 	EP RE Becky M	As appropriate.	On going	<i>All children doing well – their needs are being met. Will continue with this support throughout the school Staff trained and children well supported.</i>
<i><u>Environment</u> Annual check by Governors' Building Committee</i>	Regular annual checks by Governors re: H & S Accessibility Standards Improvement	<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. Review the impact of all Interventions. To ensure staff are aware of the process of referrals 	Governors' Building Committee EP RE AV	As appropriate	On going	<i>Updated:</i>

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<u>CURRICULUM ACCESSIBILITY</u> Nurturing an inclusive ethos	Regular audit of books and resources to monitor for inclusive images and representations of disabled in society – we order books with this in mind.	<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. To ensure the Kitchen are able to provide a range of nutritional meals for all children regardless of allergy. Children wear Yellow Lanyards with food allergy written on it Ensure essential information regarding children is shared so all are informed to keep them safe. 	EP RE AV Kitchen office	As appropriate	Ongoing	<i>Update:</i> <ul style="list-style-type: none"> GDPR has meant that the way the data has been stored has changed – all classes have a class information folder
<u>PROVISION OF INFORMATION</u> Consider procedure for dealing with temporary disabilities if necessary.	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. Information is displayed for each child with a medical need or severe allergy.	<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 and CPOMS 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. 	Governors EP RE AV All staff and SLT	As appropriate	On going	<i>Those with high allergy needs have an individual Health Care Plan</i> <i>All classes have an information folder.</i> <i>Children wear yellow lanyards at lunchtime</i>

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<u>Monitoring and tracking</u> Setting suitable targets and expectations for all pupils and supply appropriate support.	Each class has a designated TA to support children to achieve high standard. To run provision groups shared and planned with the class teacher.	<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. 	All staff	TA and LSA	Ongoing	<i>Update:</i> <ul style="list-style-type: none"> ● <i>Interventions continue to be reviewed and adapted</i> ● <i>More staff have been trained in Sensory Circuits</i>
<u>Monitoring and tracking</u> Regular meetings and class based observations, Work scrutiny	Regular pupil progress meetings which take place five times a year. Staff now prepare own data and notes	<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. 	All staff Gobs	N/A	Four times a year	

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<u>Inclusion</u> Work to support children in within the school.	There are children in school with a range of SEND and Medical needs. Not all children who require some boosting and support are SEN	<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. 	Governors EP RE	Cost of LSAs x 5 (am and pm LSAs) Additional LSA in Year 1 and 2 paid for by the school		<i>Update:</i> <ul style="list-style-type: none"> Now have 4 children in the school (3 with HNF)requiring an LSA
<u>Disabilities</u> For pupils with Severe and Complex needs to access the curriculum.	We have a range of adapted resources such as seating, eating and slopes.	<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. To embed sensory circuits for those who need it coming in in the mornings To establish the nurturing lunchtime support To continue with the morning support 	Ep LSAs RE	As appropriate Classes have 16 Learn Pads between 2	On going	<i>Update:</i> <ul style="list-style-type: none">

<u>Vulnerable Groups</u> <u>And new</u> <u>Vulnerable</u>	Class Confidential Register is held. This is a fluid list Children who are vulnerable are supported and any additional provisions are made. Kept in Class folder and updated 4 times a year	<ul style="list-style-type: none"> To ensure all staff are aware how to support all children. To ensure all children are correctly identified Add 'new vulnerable' to the register and support them through the transitions back into school and post covid-19 	<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		<i>Update:</i> •
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 All staff have access to the resources list 	<ul style="list-style-type: none"> To ensure all staff are aware of their time to use the Dale Room – to ensure that the links between the Nurture Groups and the Class are working well. Nurture groups continue to run 	INSET Staff meeting times Nurture Planning meetings Thursdays 3:10 -	All staff	Any training or subscription costs	<i>Update:</i> •
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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. 	<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. Continue with environmental spot checks. 	EP RE All Staff	RE and all staff	Training costs	•

<p>Communication and Interaction</p> <p><u>Speech and Language</u></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 EYFS 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 class TAs. 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 a All Year R children screened during first two terms. Language interventions built in 	<p>Outside agencies</p> <p>EP RE TAs CP</p>	<p>LSA cost: 2 mornings</p> <p>£50</p> <p>£275 for annual registration</p>	<p>Ongoing – All screened by end Term 2</p>	<p><i>Update:</i></p> <ul style="list-style-type: none">
FOCUS	WHERE WE ARE	TARGETS	ACTION	WHO	COST	DATE	SUCCESS INDICATORS/ REVIEW
<u>EAL SUPPORT</u>	<p>Children within school who are EAL need support and pre –teaching of key skills and vocabulary</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>EP RE SC/CC BM^c</p>	<p>Cost of EAL resources.</p> <p>£30 book</p>	<p>Ongoing throughout the year</p>	<p><i>Update:</i></p> <ul style="list-style-type: none">

<p>Social Emotional and Mental Health</p> <p><u>Behaviour</u> To ensure that the Behaviour Policy is Fully implemented.</p>	<p>Our policy was introduced a few years ago.</p> <p>Children are now being awarded House Points</p>	<ul style="list-style-type: none"> ○ To implement the changes ○ New behaviour policy fully implemented ○ Whole school rewards introduced and developed ○ 3 school rules ○ Thurnham Walking ○ Traffic light system 	<ul style="list-style-type: none"> ● Change the rewards more frequently. ● Find a time for the whole school to be together. ● Involve all the staff of the school. ● Notes home 	<p>All staff BM^c Governors</p> <p>EP</p>	<p>Staff meeting times</p> <p>Small costs for items for the reward groups.</p>	.	<p><i>Update:</i></p> <ul style="list-style-type: none"> ●
<p><u>Emotional well being</u></p> <p>Thrive Nurture</p>	<p>Clare Cooper 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 ○ CC released on a Thursday all day to continuing implementing programmes ○ Training for all staff. 	<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>CC EP All Staff</p>	<p>£980 to register 90 pupils.</p>		<p><i>Update:</i></p> <ul style="list-style-type: none"> ●

<p>Drawing and Talking</p> <p>Implement and utilise the 'positive touch' Policy</p> <p>Staff supervision and Well Being</p>	<p>EP and LA are trained Drawing and Talking Practitioners.</p> <p>Beginning to explore how the power of positive touch can calm and help regulate children.</p> <p>Story massage used in all classes</p>	<ul style="list-style-type: none"> To run more Drawing and Talking sessions To use the power of touch across the school to help calm children. Staff to have formed supportive teams. Staff able to access Supervision where necessary. 	<ul style="list-style-type: none"> To ensure that all children who need a therapy type intervention are supported. Explore training Investigate how this would work across the school. Staff feel able to share experiences and emotions. Situations are contained and the well-being of staff is good. 		<p>Money for Small world Play therapy</p> <p>£180 for training</p>	<p>Term 2 Training</p> <p>Term 4 Beginning to be used in scl.</p>	<p><i>Update:</i></p> <ul style="list-style-type: none">
<p>Physical and/or Sensory</p> <p>Early identification of children with poor physical co-ordination dyspraxia etc. (Gross motor skills). BEAM programme Daily Sensory Circuits</p>	<p>BEAM intervention is provided for those who have weaker core skills</p> <p>Year R are screened in Term 1</p> <p>Sensory Circuits before school programme x4 mornings to be set up again</p>	<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 		<p>Update training At TA LSA meetings By SENCo</p>		<p><i>Update:</i></p> <ul style="list-style-type: none">