



# Accessibility Action Plan

## 2017-18



### Griffin Primary School Action Plan- 2017-18

Priority	Action	Timeline	Monitoring and cost	Impact
Appropriate use of	In consultation with IPaSS and occupational health	2017-18	HS, SENCO	

<p>specialised equipment to benefit individual pupils and staff</p>	<p>discuss appropriate equipment needed for all aspects of school life.</p> <p>School to buy or loan appropriate equipment</p> <p>Ensure staff are accountable for equipment and that pupils can access and use daily or when required</p> <p>Assessment on pupils needs, identifying specialised resources to support pupil physical and educational needs</p> <p>Reports and recommendations through different services followed up by SENCO</p> <p>EHCP and statement annual reviews discussions may be made regarding specialised equipment</p> <p>Costings for resources and equipment with best value sought</p> <p>Equipment/ resources purchased and relevant training or support to use if needed.</p>	<p>Autumn term</p> <p>On going</p>		
<p>Ensure disabilities does impact on learning and development</p>	<p>Swimming for year 4 with disabilities</p>	<p>Spring 2018</p>	<p>SENCO</p>	
<p>Training for all staff on specific SEN, disabilities and medical needs to ensure pupils'</p>	<p>EHCP, graduated response forms, medical, intimate care plans reviewed at beginning of term to assess needs.</p> <p>Training needs identified to support pupils with medical</p>	<p>2017-18</p>	<p>SLT SENCO</p>	

<p>needs are met educational, physically and personally.</p>	<p>needs and specialised care plans.</p> <p>Training planned and delivered by appropriate services, for example health, school nurse, specialised nurses/practitioners, physiotherapists, CAMHS nurses, etc.</p> <p>Review training needs as required. Whole school training if necessary. For example, Autism Awareness all staff will be trained in Spring 2018</p> <p>Two TAs to attend ELSA (Emotional Literacy Support Assistants) and Coaching training in Spring term.</p>	<p>On going</p> <p>On going</p> <p>Spring 2018</p>		
<p>Curriculum for disabled and SEN pupils is appropriate and meet their needs and relates to plans/ EHCP in place.</p>	<p>Audit SEND provision with agencies to ensure teaching and learning is meeting needs.</p> <p>School evaluation through lesson observations, book looks, planning scrutiny and discussions during pupil progress reviews identify SEN group making judgement of quality of teaching and learning.</p> <p>Staff work with agencies to improve outcomes for pupils. Annual reviews for EHCP and statements SENCO to support and challenge practice for SEND to ensure best outcomes</p> <p>Training attended or coaching through agencies,for example speak</p>	<p>Spring term 2018</p> <p>On going</p> <p>On going</p> <p>Spring Term</p>	<p>SENCO SLT</p> <p>Venn School Improvement</p> <p>SENCO/HoS</p> <p>SENCO</p>	

	<p>and language programmes.</p> <p>Steps programme to be implemented for pupils working significantly behind. Assessment data collected half termly and analysed to check pupils are making good progress.</p>			
<p>Ensure all children can access all areas on school site safely. Ensure restriction is not limited within the classroom.</p>	<p>Risk and site audits completed.</p> <p>Evaluate layout of classrooms and how pupils in wheelchairs can access the room and move around. We are aware due to furniture this sometimes restricts movement for pupils with limited mobility. Plan and purchase furniture for classrooms to provide easier access for wheelchair users. Advice from IPASS could be sought.</p> <p>Transition to be planned to ensure classrooms are wheelchair friendly.</p>	<p>2017-18</p> <p>On going</p> <p>Summer term</p>	<p>SENCO</p> <p>HoS</p>	