OKEHAMPTON PRIMARY SCHOOL

Accessibility Plan

Approved by Trustees:
Reviewed Every 3 Years
Last Review: March 2024
Next Review: March 2027

Okehampton Primary School & Foundation Unit Accessibility for All Action Plan 2024 - 2027

Improving Access to the Curriculum.

Timescale: Year 1 & Ongoing

Target	Action	Resources/Cost	Person(s) responsible	Outcome
To ensure that standards of achievement for children with Speech, Language & Communication difficulties remain high	Early years staff to continue using the Speech and Language link program for early identification of need. Early year staff and SENCO to meet and discuss identified needs and subsequent referrals/provision Speech and Language Link interventions to be delivered as and when needed in Early Years, KS1 and KS2 Arrange training with Speech and Language Therapist, Communication and Interaction Team, Continue Delivering Language Intervention groups to support	Staff releases time to attend training Time to meet with SENCO, complete referrals Time to complete Speech Link and Language Link assessments Time to prepare for and execute Language Groups Consultancy/ advise from Specialist Teachers, Speech and Language Therapist	SENCO Class Teachers CAIRB Teacher HLTA running the language groups	

	language development of children in Early Years, Year 1, Year 2 and Year 3 All teachers to be aware of the needs of children's language needs in their class and ensure planning and lesson delivery reflects that Monitor the Communication and Interaction Resource Base (CAIRB) within the school to provide enhanced support for children with Educational Health and Care Plans (EHCP) based around communication and interaction /Autism difficulties.	First Quality Teaching		
School staff and governing body to have a knowledge and understanding of all resent changes to SEND funding and legislation	SENCo to update staff and governors regularly about changes to statutory assessment, provision mapping ,changes related to	Time at TA/ Staff meetings SENCo to attend a governors meeting Early Help lead to	Headteacher, Governing Body SENCo Early Help Lead	

	Education Health and Care Plans Early Help lead to update staff and governors regularly about changes to Early Help Assessment	attend a governors meeting		

Timescale:- Year 2

Target	Action	Resources/Cost	Person(s) responsible	Outcome
To ensure that achievement and progress of children with hearing impairment remains high	All staff to follow advice of Specialist Teacher for Hearing Impaired. All staff to use "Soundfield" system (some children are using updated radio mics attached as a 'shoe' direct to the hearing aid) in drama hall and lunch hall during assemblies, as well as in every classroom that have children with hearing difficulties. Provide training to staff and pupils on how to use soundfield radios and microphones effectively during class and assemblies.	Staff time – INSET/staff meetings. . Consultancy/ advise from Specialist Teachers, Speech and Language Therapist Cost of Soundfield System speakers and microphones.	SENCO Class Teachers/Teaching assistants	

To embed graduated response to SEND in supporting the needs of children with SEND	Teachers to use provision mapping software to write learning plans and complete the plan do review cycle. SENDCO to produce Provision maps from these plans Teachers to use Devon Graduated Response tool to highlight a child's needs and then use the DGRT part 2 to support planning and interventions Teachers/ SENCo to involve parents in planning doing assessing and reviewing the provision and support for children with SEND SENCo to conduct Parent Survey at the end of every academic year SENCo to work closely with Subject Holders and Year Leads to make reasonable adjustment/ differentiation in planning for children with additional needs. Train staff in using new systems, provide support and guidance where needed	. Time for subject holders/ Year Leads to meet with SENCO Staff training	SENCO DH Subject Holders Year Leads	

Timescale: Year 3

Target	Action	Resources/Cost	Person(s) responsible	Outcome
For staff to develop their skills in planning for and supporting children with specific difficulties in their classes.	Staff questionnaire/ audit to establish training needs. Attendance at specific and relevant training courses. Effective dissemination of knowledge and experience gained with other staff. Meetings with SENCO and DH Staff to use Early Help where appropriate, DGRT and Provision Mapping Software alongside Boxall Profiles, to support identification of need and plan support and interventions. CPD time table for in-house training Subject Leads, DH and SENCo to address the training needs of staff in order to meet the needs of children with SEND Outreach and inhouse support provided from the CAIRB to support children in the	INSET Training Time for staff to share knowledge and experiences	Class Teachers SENCO TA CAIRB teacher	

	mainstream classes with communication and interaction difficulties.			
Ensure that well being of children is well promoted. Ensure that children with mental health issues receive timely and effective support	PSHE curriculum to promote healthy living and well being Physical activities to be introduced during unstructured times (play time, lunch time) Safe area during lunch time to be available to children Leven Scale survey to be completed regularly by teachers to identify emotional needs Boxall Profile assessments to be completed regularly to identify emotional needs School to create close links with outside agencies to support children with mental health difficulties Staff training	Training Cost	SENCo Head Teacher PSHCE Co-coordinator Teachers	

Improving Access to the Physical Environment

Timescale:- Year 1 & Ongoing

Target	Action	Resources/Cost	Person(s) responsible	Outcome
To ensure that all steps and raised areas are clearly visible.	All edges will be marked with white lines.	Appropriate paint.	Property Governor School governors	

Regular review of arrangements in the case of a fire. Ensure that fire procedures take account of the needs of all pupils.	Consider individual cases – complete PEEPs where required. Examine fire doors, citing of fire signs and signage – particularly with VI pupils in mind.	Time Possible additional resources as necessary	Property Governor School governors Health & Safety Officer	

Timescale: Year 2

Target	Action	Resources/Cost	Person(s) responsible	Outcome
Ensure that disabled car drivers have easy access to an appropriately placed car parking space.	Research the most appropriate place and requirements of design. Create the space.	Appropriate paint. Possible lowering of a curb.	Premises H&S committee	
Portable ramp to be used where needs dictate.	Portable ramp to be available and easily accessible if needed.		Premises H&S committee	

Timescale: Year 3

Target	Action	Resources/Cost	Person(s) responsible	Outcome
To ensure that children with medical needs are well supported at school	Medical update provided to all staff each September INSET New Medical Policy to be	Time Care plans	SENCO School Nurse Head Teacher	

	embedded Working collaboratively with school nurse to ensure that Care Plans for children with medical needs are written and reviewed annually. Staff training available for adults working with children with medical needs, i.e. allergies (using epi pens); epilepsy. First aid training Note of where the medication is kept in each class to be clearly displayed Medication to be sent home at the end of every school year (to be checked by parents if it is still up to date) New medical forms to be sent home and returned to school at the beginning of every year.	Training arranged with appropriate medical professionals		

Improve visibility around the school building. (Ongoing target)	As rooms are decorated in the school, consider appropriate colours and contrast of colours. Research – ask advice from West of England School, Exeter. Consult with VI Support & advisory Teacher.	Funding from school maintenance budget – as the need arises.	Head Teacher Property Governor School governors VI Support & advisory Teacher.	

Improving Access to Information

Timescale: Year 1 & Ongoing

Target	Action	Resources/Cost	Person(s) responsible	Outcome
All staff able to support communication through the use of WIDGIT online	WIDGIT online is available to all staff Class Teachers and Teaching assistants to attend relevant training.	Time to attend training and to liaise with outside agencies	SENCO	
Make it known to new parents that they can request school letters in an alternative format if that would be helpful.	Inform parents at parents evenings, review meetings etc	Time to prepare the information as appropriate.	School governors School secretary Head Teacher	

Timescale:- Year 2

Target	Action	Resources/Cost	Person(s) responsible	Outcome
Continue to increase the amount of information available to parents on the school web site – including how to access school information in a variety of formats.	Add necessary information to the website as appropriate Meet with parent forum to discuss access to information Publish SEND report and information about what support is available for children with SEND on the school website annually.	Time DCC guidelines for SEND report SEN code of practice	ICT coordinator Head Teacher SENCo	

Timescale: Year 3

Target	Action	Resources/Cost	Person(s) responsible	Outcome
As Year 2				

Raising Disability Awareness.

Timescale: Year 1 & Ongoing

Target	Action	Resources/Cost	Person(s) responsible	Outcome
To raise awareness of individual needs – of children and/or parents on entry to the school	Provide a questionnaire and/or offer a personal meeting on school entry in order that needs can be shared and ways of supporting individual needs discussed. Parents workshop available to all parents on entry to school Meetings with Reception teachers, Early Years Leader, Headteacher and SENCo to be set up to greet all new parents and to disseminate information.	Time	School secretary Head Teacher SENCO	

To complete an audit of the school's materials on promoting disabilities in a positive light	Library books to be audited to establish a list of materials in school. Consultation with SLS: reference to materials we could purchase for school to promote disabilities awareness and understanding	Time Cost of books	Librarian Head Teacher SENCO	

Timescale: Years 2 & 3

Target	Action	Resources/Cost	Person(s) responsible	Outcome
Increase awareness of disability within the school community and across the schools within the OLC.	Plan a program of disability awareness as part of the PSHE curriculum, children to learn about the differences in our abilities and how some of these differences are not always obvious – including visits from disabled people within the community to come and talk to the children. Use a display board to promote awareness of disabilities	Possible cost of visiting speakers. Appropriate resources – posters etc.	School governors OLC SENCOs Class Teachers Head Teacher	
Increase awareness of disability within the school community and across the schools within the DMAT.	Consider INSET focus on additional needs for the DMAT. Ongoing work as part of the	Time to liaise with PHSE and safeguarding officers coordinators	Head Teacher School governors SENCO PSHE coordinator Child protection	

	PHSE curriculum, incorporating safeguarding issues. SENCo to work closely with other schools	Appropriate teaching resources	coordinator DMAT	