

**Accessibility Plan July 2017 to July 2020**

**Formed by: S Hodgson (HSSW) and Kate Browning (Co-Chair of Governors)**

**Date of original formation: July 2017**

**Ratified by the Governing Body on:**



**Strategic Vision:**

As the Governing Board of Bilton C of E Junior School, we believe we are all God's children.

**Our Strategic Aims are:**

To inspire all, through learning experiences which enrich, excite and engage. To be happy confident, caring and resilient learners, ready to embrace challenge. To make consistently strong progress across the curriculum and achieve our very best.

**Mission Statement**

I have the freedom and choice to be ambitious for my future.

**Table of review and modifications**

Date reviewed	Page number of changes	Summary of changes made

**The previous Accessibility Plan was reviewed over spring and summer term 2017.**

**The process of reviewing the plan included the following activities:**

- 1. Initial review of the Plan from review team perspective which included the SEND Governor.**
  - 2. Specific targets were reviewed in collaboration with staff, parents and children through both questionnaire and interview to ensure a fully rounded view of developments.**
  - 3. AP review was updated in the light of the staff, parent and pupil perspective**
  - 4. New targets were set in the light of review process by review team.**
  - 5. Revised Accessibility Plan was taken to the SLT for comment and amendments.**
  - 6. Final Accessibility plan was forwarded to the Governing Body for ratification and where there were funding implications, to the Finance Committee.**
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School: <b>Bilton C of E Junior School</b>		Accessibility Plan			Date <b>12/07/2017</b>
<b>Area for improvement</b> <i>Include here areas where the school will be improving under the 3 headings</i>	<b>Action to take</b> <i>What do we need to do to make this happen?</i>	<b>Resources</b> <i>What resources we will need to do this in time and money?</i>	<b>Responsibility</b> <i>Who will lead on this and who else in involved?</i>	<b>Timescale</b> <i>When we will do this nb: some targets may be <b>short, medium or long</b> term</i>	<b>Monitoring</b> <i>How we will monitor whether we have made the improvements in the areas we planned</i>
<b>Access to and participation within the curriculum</b>					
Ensuring a <b>Whole School focus</b> on improving accessibility through ensuring Subject Leads monitor the accessibility of teaching approaches and resources for their subjects, making it an <b>explicit part of their subject specific evaluation and improvement planning.</b>	All subject leads to include a statement on the accessibility of their subjects within their monitoring reports.  All subject leads to include a target related to improving the accessibility of their subjects to students with disabilities*.  *in particular: SpLD, physical, sensory, SLCN, ASD, MLD, SEMH (not exhaustive)	Time for Subject Lead  Resources to deliver improvements may be needed	Subject Leaders	Medium Term By the end of the Spring Term 2018 in line with Action Plans	Self-evaluation on accessibility evident in subject leads monitoring reports.  Targets related to improving accessibility within subject areas
Develop a <b>rolling programme of CPD in high incidence needs</b> to improve quality of teaching for children with disabilities.	Establish a 3 year rolling programme of quality CPD in key areas of high incidence needs*	Funding to pay for training, however, CPD may be in-house training as expertise in areas of SEND improve. e.g. dyslexia, ASD	HT/DHT	Short Term 2018 - On-going based on need but also highlighted through teacher pupil Voice Medium term - CPD programme set	SLT & Subject leader monitoring (including parent and pupil voice activities) shows children with disabilities fully accessing the curriculum and making good progress.
Develop <b>expertise in ASD</b> provision and support across the school.	Identified staff to undertake Tier 3 AET training. Expert in ASD leads in-house training and on-going improvements in practice.	Funding and time to undertake training	DHT	Medium Term 2018– Staff to be identified Autumn term 2018 -ASD Whole School refresher training.	School's expertise in ASD leads to improvements in all staffs' confidence in managing children's needs in this area.

				Spring Term 2018– Whole School Sensory Training Spring Term 2018– LSA Lego Therapy training	
Develop <b>transition arrangements between year groups</b> to ensure teaching and support staff are fully aware of children’s needs prior to new year start.	Develop improvements to transition documentation and transition meetings e.g. Pupil Passports	Time to review current processes and consider improvements.	HT/DHT	Medium Term – Review of transition arrangements early Summer Term 2018	Staff report that they have clarity over the specific needs of children with disabilities and the approaches to adapting teaching they need make to ensure full access, participation and achievement.
Ensure <b>accessibility of marking and feedback</b> to children with disabilities	Consider inclusivity and accessibility of marking and feedback on children with SEND when reviewing the policy.	Time to consider accessibility of policy.	Class Teachers	Medium Term– Spring 2018. Monitor during Learning Walks	New policy is fully inclusive and SLT & Subject leader monitoring (including pupil voice activities) shows children with disabilities respond well to feedback.
Develop the <b>self-advocacy skills</b> of children’s with disabilities.	Develop skills of self-advocacy through use of resources such as <a href="https://teachingselfadvocacy.wordpress.com/">https://teachingselfadvocacy.wordpress.com/</a> and Pupil Passports PPT Meeting s avaiabel to children and their families to encourage them to speak up with support from school.	Time	DHT	Medium Term – Spring 2018 – Staff training on Self Advocacy	Children with disabilities know themselves well, know how to communicate their needs and know how to take action on their own behalf to solve problems.
<b>Access to the physical environment</b>					
Improve the <b>signage</b> around the school.	Communication in Print to use for key areas around the school and within classrooms.	Funding for Sign/Symbol package (if not already bought) and time to print signs.	DHT/SEN team	Medium Term – Summer 2018	Signage around the school is evident. Children’s independence in moving around the school is evident.

Availability of accessible information					
<p>Improve the number of parents <b>accessing the school web site</b> and related documents such as the Bulletin.</p>	<p>Baseline the number of parents currently signed up to receive the bulletin by email.</p> <p>Write to parents of new Year 3 students to remind them to sign-up</p> <p>Make the school web site and Warwickshire Local Offer accessible to parents without internet access at home in the school reception area</p>	<p>Time for JT to find out no. of parents accessing the bulletin via email.</p> <p>Letter to parents of new intake</p> <p>Lap top and internet availability on reception area</p>	HT/JT	Medium Term – Summer 2018	<p>Monitoring of sign up to the web site. Aim for 95% up take.</p> <p>Internet access available in school Reception area.</p>
<p>Develop the <b>use of IT</b> (hardware, software and Apps) to improve the accessibility of information and participation in the curriculum.</p>	<p>Investigate examples of good practice and latest research in use of technology to support children with disabilities to access learning and improve participation and achievement with a view to developing practice and resources in this area in school.</p>	<p>Time to research</p> <p>Resources to develop practice may be needed and considered over time.</p>	AL/HT	<p>Clicker 7 introduced Autumn 2018</p> <p>2 HLTA completed training and disseminated to LSA's</p>	<p>SLT and subject leader monitoring shows that improvements in use of IT for children with disabilities ensures greater access, participation and achievement in the curriculum.</p>