

**School Improvement Action Plan 2021-2022**

**ACCESSIBILITY PLAN**

**A Improving Access to the curriculum**

**Ownership: Environment Team**

	<b>Target</b>	<b>Action</b>	<b>Resources Lead Person</b>	<b>Start date</b>	<b>Monitoring and Evaluation</b>
1	<p>Ensure teachers continue to develop awareness/knowledge/repertoire and use of different teaching and learning styles especially for children with SEND and those with emotional needs.</p> <p>Our focus areas are: Emotional Literacy Sensory and OT provision Supporting non-verbal children ASD</p>	<p><b>Training/Clinics/Guidance:</b> ASD ADHD Behaviour support training Language and Learning Support Service SALT Primary Mental Health Link Worker - CAMHS ELKLAN ELSA supervision Virtual school for LAC EP support Sharing and refining good practice Developing visual resources Monitoring impact of interventions Liaison with parents</p>	<p>Twilight INSET as appropriate</p> <p>ABH (SENCO)</p> <p>Specialist Centre Lead teacher (CT)</p>	Ongoing	<p>Lesson observations</p> <p>Half termly evaluation of impact of interventions</p> <p>Half termly pupil progress meetings</p> <p>Work scrutiny</p> <p>Feedback post training/clinics</p> <p>Parental feedback/questionnaires</p>
2	<p>Improve provision for children with sensory impairment: 1 child with visual impairment in school</p>	<ul style="list-style-type: none"> <li>• Training from PSS service and OT</li> <li>• Identification and purchase of key resources to develop within Pine</li> </ul>	<p>ABH (SENCO) CT (Specialist Centre Lead Teacher)</p>	September 2021	<p>Pupil progress meetings and data analysis</p> <p>Feedback from OT and PSSS.</p>

	<p>sept 21</p> <p>Children with high levels of sensory need in school</p>	<p>class and elsewhere in school</p> <ul style="list-style-type: none"> <li>• Create Sensory garden area in Pine Class Courtyard</li> <li>• Identification of designated sensory areas and quiet areas, both indoors and outdoors</li> <li>• Investigate additional stand- alone building/shelter for sensory play and use of community infrastructure levy.</li> </ul>	<p>(Gardening Grant, Elmbridge)</p>	<p>September 2021</p>	<p>Parental feedback</p>
4	<p>Ensure all children with ADHD and ASD have access to learning in all classrooms</p>	<ul style="list-style-type: none"> <li>• Work stations in every classroom</li> <li>• Visual timetables in every classroom</li> <li>• Individual visual timetables as appropriate</li> <li>• Uncluttered, organised classrooms which are not over stimulating</li> <li>• Clear routines and clear explanations if routines change</li> </ul>	<p>Advice/guidance from Outreach Linden Bridge</p>	<p>September 2020 Ongoing</p>	<p>Learning Walk monitoring Outside Agency Monitoring</p>

5	Ensure monitoring (of ISPs and meetings in relation to children who are disabled and/or have SEND) influences practice	<p>Monitor ISPs half termly - targets updated termly.</p> <p>Pupil Progress Meetings LSA and Teachers meetings- make notes and share any key training, resourcing or organisational/Equality issues with HT</p> <p>Notes of feedback from parents and share any key training, resourcing or organisational issues with HT. Agree actions and implement</p>	<p>ABH (SENCO)</p> <p>ABH (SENCO)</p> <p>ABH CR (HT)</p>	<p>Annual</p> <p>Half termly</p> <p>As required</p> <p>Annual</p>	<p>Lesson observations</p> <p>Work scrutiny</p> <p>Planning scrutiny</p> <p>Pupil progress meetings</p> <p>Data analysis</p> <p>ISP reviews</p> <p>Impact on pupils in identified groups evaluated: Pupil Premium, SEND</p>
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## B Improving Access to the Physical Environment

	Target	Action	Resources Lead Person	Start date	Monitoring and Evaluation
1	Improve fire safety - in response to fire risk assessment	Investigate window opening for upstairs office to aid escape in the event of a fire  Annual Fire Risk assessment  Termly Health and Safety inspections by Governors  Termly fire drills	SM  CR	Risk Assessment next due on:	Improved risk in annual fire risk assessment Safe alternative escape route.
2	Ensure appropriate provision for any visitor or child or member of staff as the need arises	Termly: Governors to ask if any new need has arisen, feedback from Health and safety termly inspection, agree action plan Transition meetings - discuss any up coming adjustments that need to be made.	As appropriate CR, ABH	Ongoing	Needs are met as they arise Positive evaluation and feedback from child(ren), staff and outside agencies