

Appendix 1 – St Bartholomew's CE Primary School: Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adaptive teaching approach in order to make the curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. This is formalized through the CUSP approach (challenge, universal, scaffold and precise) to ensure the needs of all pupils are considered and met. This includes, but is not limited to, the use of personal workstations, adapted written texts and 1:1 support/ small group support where necessary. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with</p>	<p>To raise the awareness of all staff on how to meet the social, emotional and academic needs of children with ADHD</p> <p>That increased numbers of staff have training on communication strategies eg. .Makaton/ELKLAN to assist those children who respond more effectively using this form of communication.</p> <p>To create a specialist classroom environment for children with the most complex needs that has the necessary resources to deliver</p>	<p>Receive training from SEN Start /Educational Psychologist on how to support children with ADHS and coexisting conditions</p> <p>Ensure key members of staff receive training on communication methods, e.g. Makaton</p> <p>Prepare the learning environment – paint existing classroom and provide necessary equipment and resources to meet</p>	<p>Rachael Kilmister/Stephanie Banks</p> <p>Rachael Kilmister/Stephanie Banks</p> <p>Site manager/SENDCo</p>	<p>Academic Year 2024/25</p> <p>Ongoing as need evolves and children with additional needs join the school.</p>	<p>Staff have a greater awareness of how to ensure that children with ADHD and co-occurring conditions are best supported to allow them to reach their full potential in school.</p> <p>Communication needs of all pupils are more easily met, especially those with identified need</p> <p>Children with complex needs make exceptional progress in a supportive, needs</p>

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	<p>additional needs. These are reviewed with the school's SENCO regularly. The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Availability of a laptop for all children with dyslexia to help them with the writing process.</p> <p>Children are assessed to determine whether there is a need for access arrangements to ensure that they are able to complete end of Key Stage tests to the best of their ability. This includes the use of scribes, extra time and prompters.</p> <p>We subscribe to Dyslexia Gold training which identifies areas of need and provides precise interventions for children with dyslexia and processing difficulties.</p>	<p>targets from EHCPs in a calm and effective environment.</p> <p>To ensure that the necessary training and resources (including staffing) exist so children with sensory needs can access sensory pathways during the school day, to ensure that they are able to self-regulate as effectively as possible and be ready to learn.</p> <p>To move to a learning environment with 1:1 digital devices which allow for more personalised learning opportunities that meet the needs of learners with disabilities.</p> <p>Recruit a specialist SEND support teacher to support the delivery of highly effective interventions and curriculum for children</p>	<p>needs of all children who will be accessing this provision.</p> <p>Arrange INSET training through Wolverhampton Outreach worker.</p> <p>Create timetables for children who need planned sensory pathway opportunities.</p> <p>Purchase and/or prepare necessary decals/resources for sensory pathways.</p> <p>Lease 1:1 devices and create digital strategy roll out programme</p>	<p>SENDCo</p> <p>Class teachers supported by SENDCo</p> <p>R Kilmister/J Harrison/E Hawkins/S Banks</p> <p>End academic year 2025</p>	<p>End Spring Term 2025</p> <p>Ongoing – phase 1 by end of autumn term 2024</p>	<p>driven and inclusive environment.</p> <p>Children with sensory needs can access the curriculum, due to increased opportunities for self/co-regulation.</p> <p>Children's precise needs are met through increased access to technology to support learning.</p>

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		with SEND to work alongside the SENDCo		SENDCo		
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required and is regularly reviewed when new children join the school.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Wheel chair elevator from the main reception to school • Corridor width • Disabled parking bays 	<p>Improve access to the school for children with a visual/hearing impairment.</p> <p>Improve access from the main entrance to the field for wheel chair users.</p>	<p>Complete a survey of the environment to establish how accessible it is for children with a hearing/visual impairment.</p> <p>Establish a hearing induction loop in necessary parts of the school building</p>	R Kilmister/SENCO Site Manager	Ongoing	Children with a physical impairment are able to successfully access the school grounds and feel safe doing so.

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	<ul style="list-style-type: none"> • 3 x disabled toilets. 1 located at the main reception. 1 in the EYFS building and 1 located in the demountable classrooms located off the playground. • Lowered reception hatch • Disabled Parking Space located on school carpark • Visual Timetables • PEPs are in place for children who need them in the event of a fire. Temporary ones are drawn up if children suffer a short term injury in which their mobility is restricted. 		<p>depending upon current pupil need.</p> <p>Ensure all steps have yellow warning lines so that they are more user friendly for children with a visual impairment.</p>			

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources where necessary • Visual timetables • An open door policy in which parents can arrange to talk to staff at their convenience • At least termly meetings with children • PEC boards 	<p>To increase awareness of support networks for parents of children with a disability.</p> <p>Provide all correspondence in large font/Braille where this is needed.</p>	<p>Provide leaflets, which are readily available, advising parents of children with disabilities of support networks available.</p> <p>Undertake a greater number of parent drop in sessions/workshops for children with SEND in school.</p> <p>Adapt correspondence as required to respond to the needs of all pupils.</p>	<p>R Kilmister SENCO</p> <p>J Winfield</p>	<p>Ongoing in response to need.</p> <p>1 per term during academic year with different needs focus each time.</p>	<p>Parents feel more informed and about the level and type of support available.</p> <p>Parents have increased opportunities for support and to ask questions in a supportive and accessible environment.</p> <p>Correspondence is accessible to all.</p>

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<p>To ensure that 'beyond the classroom' resources support children with SEMH and communication and interaction needs to access school.</p>	<p>We have a full time pastoral lead who runs sessions to support with children's emotional health and well-being.</p> <p>We have very good relationships and communication with external agencies, including being involved with the EBSNA pathway, the inclusion team and outreach support.</p> <p>We have created a sensory room for children with sensory/communication and language needs to access to help with emotional and sensory regulation.</p> <p>The Headteacher has completed the Senior Mental Health Lead training.</p> <p>The pastoral manager has completed a wellbeing champion qualification.</p>	<p>To gain a full understanding into the mental health status of our pupils</p> <p>To create a student body team to support SEMH pupil development across the school.</p> <p>To provide opportunities for identified children to participate in workshops to support their mental health.</p>	<p>Ask pupils to complete a wellbeing survey to gauge current feelings/trends.</p> <p>Explain to pupils the role of the pupil wellbeing team and determine interest.</p> <p>Recruit pupil body for Happy Minds Team</p> <p>Liaise with the Wolves foundation to determine support that can be provided.</p>	<p>R Kilmister SENDCo Site manager</p> <p>PSHE lead/ R Kilmister</p> <p>End autumn term established and then ongoing through training</p> <p>End of Academic Year 2025</p>	<p>End of Autumn 2024</p>	<p>Children feel empowered to speak about mental health and emotional wellbeing. They are supported by their peers/teachers to maintain and/or improve mental health, know how to support each other and how to ask for help when needed.</p>

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	An after school mindfulness club has been introduced for children in LKS2.					