

Accessibility Plan

School Name **Mere Green Primary**

Dates: From Oct 2021

To Oct 2024

(3years – to be reviewed annually)

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access for children with SEND	C E I	Regular review of classroom learning environment to ensure good inclusive practice is maintained	MS	Time	Evidenced within paperwork and progress data	Ongoing
		To plan for and put in place a personal emergency evacuation procedure for identified children	SLT / MS			Autumn 2021
		To highlight the need for inclusion of inclusion leader within environmental safety audits and plans	SLT			Autumn 2021
To improve access, progress and participation for children with communication and interaction needs	C E I	To train EYFS staff in strategies to support children with a diagnosis of autism.	MS	CAT team	Progress data	Autumn 2021
		Lead practitioners for ASD termly CPD to support children with a diagnosis of autism	MS	CAT team		Ongoing
		To train all class based staff in strategies to	MS	ELKLAN materials		Ongoing

		support children with a SLCN.				
		To train 2 lead practitioners to lead on SLCN intervention across school	MS	WELLCOMM training provided by LA		
To improve access, progress and participation for children with sensory and physical needs	C E	To maintain allocation of a parking bay to enable parents to bring and collect a child with a disability/ parents with a disability to safely access school grounds	IG		Observed within environment Evidenced within paperwork	Autumn 2021
		To ensure appropriate staff have relevant training to support personal care management	MS	Birmingham Children's hospital PDSS Physio		On going as staffing changes
		To review transport arrangements for children with additional needs to access extracurricular and Ed visits.	MS AHT/phase leaders			On going as need arises
		To ensure a range of safe and suitable play activities are provided for children with physical	MS AHT DHT	PDSS		On going

		needs i.e. wheel chair users				
		To install personal care facilities within KS2	ATLP Estates team IG/ KB	PDSS		Jan-July 2022
		To explore avenues of reducing sound within classrooms to support children with sensory needs.	MS			Autumn 2022
		To regularly review the learning environment to ensure resources are organised for maximum independence for a wheelchair user.	MS AHT/phase leader			Ongoing
		To ensure all external steps are highlighted with yellow paint	IG			Annually
		To install railing from nursery to KS1 hall to support safe and independent access by pupils with physical needs	IG ATLP ATLP Estates	PDSS External provider		By Summer 2022
		To ensure EYFS KS1 KS2 allows independent access to external learning environments/play spaces	MS KB ATLP Estates	PDSS		By Autumn 2022

To improve access, progress and participation for children with cognition and learning needs	C E I	To monitor use of reading writing and maths continuums across school	MS AHTs for phase 1 2 and 3		Progress data Evidenced within learning walk paperwork SEND review meetings	Ongoing 2022-2023
		To begin a phased introduction and monitoring of dyslexia friendly teaching and learning strategies	MS	PSS Staff training Nessy screener and intervention		
To improve access, progress and participation for children with social, emotional, mental health needs	C E I	To monitor effectiveness of school counselling service	RH		Progress data and pre and post measurements	Ongoing 2021-22 Termly
		To monitor effectiveness of school learning mentors	RH			
		To use standards for inclusion section 7 to identify development needs for Pastoral team and whole school staff and develop action plan	MS/RH	Standards for inclusion		
		To introduce and monitor implementation of new school behaviour policy including use of emotion coaching and restorative justice	MS/SLT	Anita Soni	Observed within environment Evidenced within paperwork	On going 2021 2022

This plan is a suggested format only and can be adapted to suit individual school circumstances.