

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name Corpus Christi Catholic Primary School

Dates: From September 2015 To September 2016 (1 Yearly Review) **Accessibility Plan Code**

C: Increasing the extent to which everyone can participate in the school curriculum.

E: Improving the physical environment so everyone can take advantage of education.

I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
<p>To further improve participation and progress of pupils with a physical disability.</p> <p>Standards for Inclusion Standard 6.1/6.2/6.3</p>	C, E, I	Whole staff training on raising awareness re: physical disability	SENCo, BRAYS Physical Disability Service	Staff meeting time, Inclusion form proforma	<p>Record of staff meeting / whole staff training opportunities. Training materials Feedback from Parents, staff and outside agencies Inclusion walk Pupil Progress Tracking Discuss impact of changes on Pupil Focus Group</p> <p>Visual Timetables / Now & Next Boards Laptops / i-pads</p> <p>SLT Reports and assessment against objectives set.</p> <p>SEN Monitoring / Evaluation Activities</p>	September 2015 – September 2016
		Audit accessibility to learning environment & Level / Quality of Provision	Class teacher, SENCo, SLT, BRAYS	Time, Cost to be budgeted		
		Develop flexible classroom layouts	CT, SENCo, SLT	Resources and budget to support process ICT Res' – Clicker 7 & Communicate in Print		
		Incorporate a)Physical Activity/ Physio Programmes b) Fine / Gross Motor Groups For pupils as appropriate	CT / TA BRAYS Physio Prof' dialogue & support in Management Planning, Provision Planning & Areas for Development	Time Resources to support Fine/Gross Motor development		
		Speech & Language Therapy & assessment as appropriate	Speech & Lang' Therapist and TA supporting programme	SLT Costings pa for ½ day Therapy per week for identified pupil/s		

<p>To develop the use of a personalised curriculum to meet the needs of children with a range of learning difficulties including autism spectrum disorder & ADHD Inclusion Standards 6 – 6.1/6.2/6.3</p>	<p>C, I, E</p>	<p>Whole staff training – QFT & specific 'conditions'</p> <p>Measuring Impact of strategies on QFT across school & improving pupil outcomes for SEN pupils or those with identified 'conditions'</p>	<p>SENCo, EP/PSS,CAT,SLT, City of Birmingham Behaviour Support</p>	<p>Budget for training, Staff meeting time OA staff to provide support in 'Assess,Plan,Do,Review' process for pupils Liasion with parents Staff Training</p>	<p>Staff meeting minutes, On-going monitoring of SEN Provision & L&L Toolkit Target Setting Book/ Evidence trawls Intervention/SEN Learning Walks SEN Observations Pupil conferencing Parental Review Meetings & informal coffee mornings Feedback from all stakeholders</p>	<p>September 2015 – September 2016</p>
		<p>Range of teaching, learning and assessment styles</p>	<p>CT and TA, SEN Team</p>	<p>Resources to support, External agency support</p>	<p>School Assessment & Progress Data SEN Tracking Data Raise on line</p>	
		<p>Develop opportunities for targeted SEN/Intervention groups</p> <p>Develop effective systems for monitoring the impact of provision on pupil outcomes</p>	<p>CT and TA, SEN Team</p> <p>SLT & Class Staff – Pupil Progress Meetings</p>	<p>Time to plan and monitor impact</p>	<p>SEN Learning walks , Book Sampling Lesson / Pupil Observations Pupil Conferencing.</p> <p>Review of Targets – Language & Literacy Toolkit / School Assessment Data</p> <p>Review Provision Impact – Pupil outcomes / attainment / closing the gap.</p>	
<p>To improve outcomes for ASD pupils by developing 'Autism Friendly Practice'</p> <p>Standards for Inclusion –</p>	<p>C, E, I</p>	<p>Differentiated personalised curriculum, Individual/small group work and pre-tutoring</p>	<p>SENCo, EP/PSS, CT and TA, SEN Team</p>	<p>Staff to provide support, External agency support, Multi-sensory resources</p>	<p>On-going monitoring of L&L Toolkit/Target Setting</p> <p>Book trawls Pupil conferencing</p>	<p>September 2015 – September 2016</p>
		<p>Audit Environment ree: Autism Standards . ADHD Strategies</p>	<p>SENCo CAT Worker</p>	<p>Staff Training 'Autism Awareness'</p>	<p>School Assessment Data Raise online</p>	

<p>Standard 5 – 5.3 /5.8 Standard 6 – 6.2 / 6.3</p>		<p>Clear use of Visual Cues to support access / learning.</p>	<p>CT and TA, SEN & CAT Team</p>	<p>Use of Visual timetables / Now & Next Boards 'Communicate In Print.' (ICT) Whole Staff Training CAT Time Budget implications</p>	<p>Time / costings? Inclusion walk Action Plan Targets for meeting Standards Whole school use of Visual timetables Visual Key rings Increased awareness of ASD / ADHD and how to manage them effectively / provide for a child's needs</p>	
<p>To monitor trends in admissions and review Accessibility Plan in relation to new children in school. (Standards for Inclusion – Standard 2 – 2.2 Standard 10 – 10.1- 10.5)</p>	<p>C ,E and I</p>	<p>To develop liaison & info' sharing with Nurseries / Secondary schools re: SEN/Disabled pupils</p>	<p>SENCo CT/TA Business Manager SLT</p>	<p>Planning Meeting / Liaison Time : Feeder Schools (Summer Time)</p>	<p>Review of school population / groupings data. Raise online Review of Admissions Data</p>	<p>July 2016</p>

<p>To Audit the school against the new 'Standards of Inclusion' in order to develop a more inclusive vision / ethos and further promote inclusive practice in school.</p> <p>(Standards for Inclusion : Standard 1 - 1.1 / 1.2 1.3 / 1.5)</p>	<p>C,E,I.</p>	<p>To examine data in relation to individuals / specific groups & measure impact on C,E,I & Changes needed.</p> <p>Whole school audit against Standards</p> <p>Whole staff to evaluate practice in relation to Standards</p> <p>SLT to categorise – Focusing , Developing , Establishing , Enhancing.</p>	<p>SLT SENCo SEN Team</p> <p>Whole School SLT</p> <p>EP support</p>	<p>School Admission / Census Data.</p> <p>Meeting Time allocation</p> <p>Costings.</p>	<p>Pupil Tracking Data</p> <p>Language & Literacy assessments and target setting</p> <p>The new 'Standards of Inclusion' being revised (avail' from Spring 2015)</p> <p>Inclusion / Learning Walks Book / Planning Trawls Pupil & Parent conferencing</p> <p>Lesson Observations</p>	<p>Summer 2016</p>
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'Every Child should achieve their potential. We will provide early help and support to those children and families who need it , and working together, will ensure that every child has the belief , support and aspiration to do their best. 'Birmingham Children's Services 2012-2015'

This plan can be extended and new boxes added to be responsive to the individual school circumstances.

Please submit the 3 year dates of your plan through our website www.beps.org.uk