

Topcliffe Primary Accessibility Plan 2015-18 LIVE Access to the Curriculum					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meeting	Ongoing	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Continue to develop as an 'autism friendly' school	CJ RB RB All Teaching staff	All staff to complete ASD Competencies. Tier 3 training to be attended by two teachers and role of ASD Lead practitioner to be developed across the school Pupils to carry out sensory audit of the environment Introduce Holistic framework	AET training Staff meeting- AET competencies Staff Meeting - Aaron Yorke	Ongoing December 2016	Increased access to the curriculum for pupils with autism. Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism Children make progress holistically and new targets identified
	SENCO	All staff to receive positive handling training (TeamTeach)	Training cost for all staff	November 2015	
Appropriate use of specialised equipment to benefit individual pupils & staff (carried over from 2012-15 Plan)	SENCO	Reasonable Adjustments in the Classroom Checklist to be shared with all staff Provision of appropriate ICT resources to meet pupil need Train new staff on use of Communicate in Print	I Pads Laptops Interactive whiteboards	May 2017 & ongoing May 2017 & ongoing	Increased access to the Curriculum Needs of all learners met.

Provide specialist play equipment	SENCo / Class Teachers	Enable disabled pupils to enjoy play which would usually be inaccessible to them.	Specialist Sensory equipment Specialist play equipment	ongoing	All pupils have active, inclusive playtimes - 'wet play' and outside play - with peers.
Improve the quality of provision for children with specific emotional needs	CJ RB	Two staff members to complete Thrive training $\frac{1}{2}$ day training for all staff	Thrive online tool	January -June 2017 Sept 2017	Pupils with emotional needs will be supported through the Thrive project, receiving targeted strategies to support their engagement.
Improve the access to the curriculum for children with fine/gross motor difficulties	LT CJ SQ	Two staff members complete mentoring course for OT students		October - December 2016- OT students in school	Pupils with fine motor/gross motor difficulties supported through OT students targeted work
Improve the access to the curriculum for children with fine/gross motor difficulties	LT	OT costing to be explored to start provision from September 2017	OT provision $\frac{1}{2}$ day a week	September 2017	Pupils with fine motor/gross motor difficulties and sensory processing difficulties supported through OT targeted work Staff trained to support children within class
Increase participation in school activities within the wider curriculum	Audit participation in extra-curricular activities and identify any barriers Ensure school activities are accessible to all students Attend an area event for partner schools e.g. Bocca, football	Pastoral Team Sports Coach Sencos RB staff/class staff Outdoor Learning Coordinator		Ongoing	Opportunities for all pupils to attend after school or community activities

	Identify accessible venues for residential trips				
Sensory Circuit!!	RB staff	Purchase sensory circuits book and resources Organise rota for staff	Physical/sensory equipment	October 2018	Children settled ready to learn with increased concentration
Parental and pupil feedback	SENCO	Questionnaire / consultation with parents of pupils with SEND.		July 2016	Feedback used to inform future priorities and school
Access to the Physical Environment					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Improve signage to indicate access routes around school	SENCO	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school. Use of Communication in Print. Provide access plan of building in reception area for visitors to school	Cost of signs, where needed	Ongoing	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.
Review Personal evacuation plans	SENCO + Physical Outreach Service???	Ensure plans are reviewed and up to date		Ongoing	Evacuation Plans are in place
Two purpose built classrooms for ASD resource bases	Director of Finance	Quotes for quad area to convert into classrooms Building work and decoration to be completed	Cost of building work	September 2016	Children with Autism will access learning and increase concentration in Autism friendly classrooms

Appropriate use of colour schemes for internal decoration to benefit pupils with ASD	Director of Finance	Follow up on the colour of the corridors, classrooms & feed-back to Sensory Area as necessary to improve access for children with Autism	Cost of internal decoration Build into maintenance budget	Ongoing	Physical accessibility of school increased. Steps and thresholds safer for pupils/adults with visual impairment. Areas maintained on a regular basis.
Maintenance of wheelchair accessible toilets with changing facilities	Director of Finance	Maintain wheelchair accessible toilet with electronic changing tables. In both parts of school.	Build into maintenance budget	Ongoing	Physical accessibility of school increased. Regular service checks in place.
Maintenance of lifts		Maintain 3 lifts within main school building	Build into maintenance budget	Ongoing	Physical accessibility to areas of school sustained.
Safe access around exterior of school		Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways
Disabled parking		Ensure disabled parking spaces are always available for those parents and pupils	None	Ongoing	Disable badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.
Improve the quality of provision for children with specific emotional needs	SENCO / Pastoral Manager	Increase number of tranquil spaces within classrooms and school for pupils with additional needs	SEN budget	February 2017 onwards	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space (described in Behaviour Support Plan).

Outdoor sensory provision	SLT SENCO	Develop Peace Garden and outdoor areas in terms of seating, quiet time and sensory stimulation, including wheelchair access	School Improvement	Summer 2016 and ongoing	Outside areas used more effectively to increase access for all pupils
Access to Written Information					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Deputy Head	<p>All staff and parents aware of services available for requesting information in alternative formats.</p> <p>Look into possibility of large print and audio formats etc as required.</p> <ul style="list-style-type: none"> ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Use of Communicate in Print software. 	Contact details & cost of translation / adaptation	Autumn 2017 and ongoing	<p>Written information available in alternative formats and languages, on request.</p> <p>All admin staff, parents and community users know how to access alternative formats.</p>