

**Hatherleigh Community Primary
School
Accessibility Plan
2024 - 2026**

DATE OF ADOPTION: Autumn 2024

DATE OF NEXT REVIEW: Summer 2026

REVIEWED BY: HT & SENDCo

Hatherleigh Community Primary School Accessibility Plan 2024 - 2026

Strand A – Increasing the extent to which pupils with a disability can participate in the school curriculum

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To ensure all staff have a good knowledge and understanding of OAIP	Staff INSET KJanuary 2025 Regular updates and monitoring	Jan 25 Termly	All staff are aware of OAIP and provision reflects this	All staff	Time
To ensure that all members of the school community have access to the Disability Discrimination Act and the updated Accessibility Plan.	Copies of documentation are disseminated to all staff. Disability discrimination act will be a supplementary document to the Accessibility plan.	Spring Term 2025	All staff are aware of the Accessibility plan and the targets that we will be working on.	Admin staff SLT	Admin time
To ensure that all members of staff are fully aware of the obligation to provide an inclusive education by appealing to different learning styles and abilities within the planning of activities and the nature of tasks given to children.	Planning will show evidence of a range of activities which will support different learning styles and adaptations for specific needs are evident. Resources will be differentiated appropriately for children as and when required.	Ongoing	Range of learning styles will be evident in planning and activities/resources, where relevant, will be tailored towards the child's style of learning.	SENDCo / SLT	SENCO time / PPA time
To ensure that children of all abilities can access home-learning aimed at supporting their learning outside of school.	Staff continue to provide appropriate home-learning which is adapted to meet all children's needs. Use of paper based and Google Classroom, Class Dojo and subscription-based programmes.	Ongoing	All children can access relevant home learning tasks.	All staff	Cost of any subscription based programmes.

To ensure that Health Care plans are created for disabled pupils / those with health concerns are reviewed at least annually and reflect their needs.	Health Care Plans to be renewed annually in September.	Summer 25 & 26	All staff have a clear understanding of the children's needs and procedures to follow in case of an emergency.	All staff SENDCo	SEND time.
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To ensure that Provision Maps & Extra Support Plans include all relevant interventions at wave 1, 2 and 3.	SENDCo to check that Provision Maps & Extra Support Plans include all updated SEND interventions.	On going	Staff are aware of the different interventions that are available at Hatherleigh for a wide range of needs.	SENDCO/ All staff	PPA time
To continue to provide for the child's social and emotional wellbeing through a range of interventions aimed at supporting development within and outside of school, supported by parents and people working with the child.	Key staff to be trained in use of Boxall Profile. PSHE programme to continue. TAFs to continue. SEMH groups/ individual interventions	Ongoing	Children with social and emotional needs are provided for in an appropriate manner.	All staff	SLT time
To ensure that all staff have a working knowledge of behaviour management plans	Staff to be aware of which pupils have behaviour management plans. All staff working with these pupils to have an overview of strategies. MTA meetings to share updates	Ongoing	Consistent approach by all staff	Class teachers	Time for training MTA meeting time

As required, refresh staff knowledge of the Positive Handling techniques regarding behaviour management.	For key staff to be trained on a regular basis. Ensure all staff are successfully employing techniques, record keeping as appropriate and the school policy is adhered to.	As required	Positive handling continues to be used very effectively at Hatherleigh to manage children with behaviour needs as required.	SLT SENDCo	Cost of training.
Assess Plan Do and Review intervention plans are completed for pupils on the SEND register. Summary of interventions for all pupils who receive interventions.	Pupils' starting point is clearly assessed and SMART targets written. Appropriate staff to meet with the next class teacher to pass on relevant information.	Termly	Effective interventions are in place. Transition procedures are efficient and effective	Class teachers SENDCo	Staff meeting time
The Graduated Response Tool (GRT) is used to assess the needs of pupils.	GRT training July 2021 GRT to be used for children as required	Termly	Clear criteria for children to be put on SEND register.	Class teachers Teaching assistants	Staff meeting twilight
To ensure that Quality First Teaching strategies is commonplace and named children will have their curriculum presented in a multi-sensory way.	On-going support, training and advice accessed from external agencies.	On-going	There is evidence in planning and pupils are making at least expected progress	Class teachers	PPA time

Education, Health Care Plans are used to inform interventions and teaching.	EHCPs used to write the termly APDR interventions. SENDCO to oversee the writing of these.	On-going	Pupils on the SEND register make accelerated progress.	SENDCO Class teachers	No cost
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	Regular assessing of the effectiveness of the interventions.				
To make the SEND resources more accessible and to ensure that all staff are aware of their potential uses.	SENDCO to share resources with staff regularly.	Spring 2021	Evidence of appropriate resources being used in Individual and group work with children.	SENDCo	No cost

Strand B – Improving the Physical Environment of Schools

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To regularly review using the school's access self-audit questionnaire to determine school priorities and needs.	Document reviewed on an annual basis.	Annually	Evidence of objectives met and new targets established.	SLT	No cost
To ensure the efficient and effective maintenance of current modifications for disabled access.	Where relevant, and based on evidence from outside observation and report, alterations will be considered.	When required	School environment is appropriate for the needs of children within the school.	Governors SLT	No cost
To ensure that all future building work takes account of disabled access.	Where relevant, and based on evidence from outside observation and report, alterations will be considered.	When required	School environment is appropriate for the needs of children within the school.	Governors SLT	No cost
To ensure that school managers and governors with responsibility for buildings are aware of how to access appropriate building modifications as required	Where relevant, and based on evidence from outside observation and report, alterations will be considered. Specialist support will be accessed as required.	When required	School environment is appropriate for the needs of children within the school.	SLT Governors	No cost

for pupils with specific needs.					
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To ensure that school devices have relevant software which can be used by a range of children with a variety of needs.	For SENDCo to continue to consider the range of apps that are available for SEND children.	On-going	Computing applications are available which support the children with the development of key skills.	SENDCo IT coordinator	Cost of subscriptions
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Strand C – Improving the Delivery of Information to Disabled Pupils

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To continue training of staff in relation to speech and language development.	Ensure all necessary staff are appropriately trained and have relevant updated schemes of work to use. Early identification will continue through the assessment of all children when they arrive in reception (speech and language link). TAs to deliver speech and language Interventions used to target children with a range of needs.	On going	All children are receiving appropriate speech and language provision. Staff are trained in the delivery of these programmes.	SENDCo TAs	Speech link subscription Language link subscription TA Time
To expand the library/reading books to reflect a positive image of disabled people and to provide all children with appropriate reading material	To purchase a wider range of books linked to and containing images of disabled people.	Summer 2020	For appropriate books to be contained in the library which promote disabled people.	Literacy Coordinator SENDCO	Cost of books

To ensure that SEND children are aware of protocol for fire evacuation.	To investigate the possibility of visual prompts in the classroom to support what needs to happen in the event of a fire.	Ongoing	Consideration is given to the support required for pupils with SEND.	SLT	No cost
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