

Mousehole Community Primary School

Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Target	Tasks	Timescale	Finance	Responsibility	monitoring	Success criteria
Access to curriculum Identified areas of need reflected in classroom practice and interventions	SENCO to maintain record of need and monitor provision of interventions e.g. precision teaching. This must be included in hand over to new SENDCO starting in Sept 2018	Ongoing	Release time for SENCO 1 hour per week	SENCO	SEN Gov	Children on RON making expected progress whilst recognising their needs
Ensure appropriate access to all curriculum areas for all pupils and appropriate support	SENCO to maintain record of all training and opportunities to meet need and anticipated need of pupils	Ongoing	Through Ed. psyche support.	SENCO	Governor learning forums	All staff confident and equipped to meet the needs of children in their care
Policy All appropriate school policies must include reference to how SENDI children can access and be included in the whole school curriculum and activities	Review of policies to include reference to and consideration of accessibility issues. Part of new SENDCO handover Jan 2018-Sept 2018	Through policy review timeline	NA	Subject leaders and HT	Whole governing body	Policies reflect practice and include reference to accessibility
Classrooms Ensure that classrooms are optimally organised for pupils with current constraints.	All teaching staff plan classrooms in accordance with pupil need. Resources organised to reflect pupil need whilst still promoting their confidence, resilience and independence. Classrooms over a variety of seating and areas where children can reduce their distractions (ear defenders, quiet areas etc)	Ongoing	Proportion of curriculum budget set aside for access requirements (£300 in 2012-2012)	HT and SENCO	SEN governor	Classrooms supporting learning for all children (No barriers observed in lessons or learning scrutiny)
Continues use of therapeutic approaches (Thrive , TIS) to support all children to access the curriculum, learning and wider school opportunities.	Training and retraining of key staff. Ensuring appropriate release time for key staff. Resourcing for 1:1 work	Ongoing retrain by July 2018	part financed by headstart Kernow	HT	health and well being forum	Continued progress of individuals through Motional tracking tool