



Accessibility Plan 25-26

Aims:

To ensure inclusive access to the school's curriculum for children with SEND, with adaptive provision to ensure individual needs are met.

Current Good Practice

Physical Environment

A ramp to the entrance enables wheelchair and pram access. There are no steps in the nursery school part of the building. The outdoor environment has a ramp to the garden and pathways that can be accessed by children with mobility difficulties. Nursery classrooms are spacious and carefully planned based on observations of children. There are no parts of the environment to which children have limited or no access. In the Nursery there are height adjustable tables available with low chairs, and all areas of provision are easily accessible and presented so that all children can access, whether this is on the floor, cable drum table or on low tables etc. The interactive computer board is fixed to the wall at child height. Continuous provision is organised, labelled and within easy reach of all children in all areas.

Curriculum

Every child is valued as a unique individual. Planning is based on individual need and interest. This ensures that all needs are met and resources are used creatively to ensure they are fully accessible and support/stimulate learning according to individual need.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We use Makaton to support children and display signs and pictures to support staff when communicating. Baselines and Wellcomm assessment are used to support identification speech and language difficulties. Referrals to speech and language are made for children requiring professional speech and language therapy support. Adjustments are made for visually and/or hearing impaired children on a need basis.

We provide adaptive provision for our children with SEND (The Retreat), to meet the needs of our most vulnerable children.

Access Audit

Basnett Street is a one storey building floor. Doorways are wide and the outdoor area is accessible to all. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The reception hatch also has a loop system fitted to support hearing aid users. There are disabled toilet facilities available, situated in the Chatterbox Club. The

school has internal emergency signage and escape routes are clearly marked. Arrangements can be made for car park access if required.

Improvement Required

Priority	Action	Lead/ Timescale	Cost	Success Criteria
To further develop adaptive provision to ensure that all children have the fundamental key skills needed to learn and progress through the school's curriculum, implementing a total communication approach.	See SIP 3	Emma Barker/ Claire Thompson/Debbie Gornall?	Training costs (developing attention, Curiosity approach, Intensive interaction, Behaviour policy) £1320 Widget tool £295 per annum	<ul style="list-style-type: none"> Adaptive provision is specialist informed and advice clearly used and implemented across provision Lesson observations demonstrate that staff are delivering the key strategies, facilitating a total communication Visuals are clearly displayed and are used effectively to meet the needs of all children. High levels of behaviour and engagement.
SENCO to complete and gain the NPQSENCO qualification	Complete NPQSENCO	Emma Barker – April 26		SENCO fully compliant with qualifications. More confident in role.

<p>To ensure specialist teacher input is used effectively to support specialist provision is delivered to meet the SEND needs.</p>	<ul style="list-style-type: none"> • Review retreat environment and provision. • SENCO to implement developments to the retreat environment and provision. • Developing attention training to be delivered as INSET. • Deliver Attention Autism to children that demonstrate attention barriers to access, as adaptive provision to support their needs and development. • SLT meet to review planning systems to enable the effective support of the wide ranging needs. • SLT to meet to review staffing plans to enable effective delivery of adaptive practice to the wide ranging needs. • Half termly SENCO supervisions with specialist teacher/HT 	<p>Claire Thompson/Debbie</p>	<p>£1600</p>	<p>Specialist led provision in place.</p>
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Review Date: November 26