

Millfields First School
Accessibility Plan 2020-2022

| Aim | Current Good Practice | Objectives | Actions | Person Responsible | Timescale | Outcomes |
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| Increase access to the curriculum for pupils with a disability | We have a dedicated SENCo who regularly reviews the needs of children ensures provision. | Keep an up to date SEND Register Ensure appropriate provision is in place Monitor its impact Monitor progress of children on the SEND register. | Review the SEND register with teaching staff on a termly basis. Monitor IPMs and target setting to ensure that the right interventions and support are in place. Observe lessons and monitor children's work Analyse in school data | SENDCO | Termly | All staff are aware of the children identified as having SEND for whom they are responsible for. SENDCO can confidently talk about each child on the SEND register. Support in lessons allows children to access the broad and balanced curriculum. Additional 1:1 support impacts the child's ability to access the curriculum. Children identified as having SEND make progress on their individual targets and across the curriculum. |
| | High quality training is a priority for the SENDCO, staff and support staff. | SENDCO and all staff feel confident in their ability to cater for a wide range of needs. | SENDCO to analyse the areas of need on the SEND Register. SENDCO to attend training and disseminate knowledge and skills. Staff meetings to be delivered by SENDCO or outside agencies. Identified support staff to attend additional training. | SENDCO to identify and organise opportunities for training. SENDCO and SLT to monitor the impact of training SENDCO to keep an up to date training log. | Throughout the year | SENDCO has excellent knowledge of the needs within the school. Staff are able to meet the needs of learners identified as SEND. |
| | Targets are set effectively and are appropriate for pupils with additional needs. | Appropriate targets are set which meet the needs of | Class Teachers to set individual targets for children identified on the SEND register drawing on the expertise of the SENDCO and | Class Teachers SENDCO to monitor | Termly | Children identified as having SEND are making progress on their individual targets. |

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| | | <p>children with SEND</p> <p>The school's IPM template is used to set and monitor the targets evidencing a plan, do, review approach</p> <p>Parents are fully informed of the children's current targets.</p> | <p>outside agencies where appropriate.</p> <p>Targets to be reviewed termly with new targets being set or previous targets being amended.</p> <p>Termly meetings to be arranged between the Class Teacher and parents to review targets.</p> | | | <p>Parents feel that they have been kept fully informed and have shared their views.</p> |
| | <p>We deliver a range of targeted interventions both 1:1 or in small groups.</p> | <p>To ensure targeted evidence-based interventions are in place.</p> <p>To ensure that the interventions are allowing children to make progress with their individual targets.</p> | <p>SENDCO to create a directory of interventions available at Millfields.</p> <p>SENDCO to ensure that where necessary staff have the relevant training to deliver interventions.</p> <p>Class Teachers to complete group provision maps to monitor progress.</p> <p>SENDCO to liaise with outside agencies to ensure that intervention knowledge remains up to date.</p> | <p>SENDCO Class Teachers</p> | <p>As necessary.</p> | <p>A wide range of evidence-based interventions are undertaken throughout the school on a daily basis.</p> <p>Children are making progress on their individual targets.</p> |
| | <p>Quality First Teaching enable all children to fully participate in class-based learning.</p> | <p>A range of strategies are used to ensure that the</p> | <p>SENDCO monitoring to ensure that lessons meet the needs of all learners.</p> <p>Teachers to ensure that they are using appropriate resources in</p> | <p>SENDCO Class Teachers</p> | <p>Ongoing as required.</p> | <p>Lesson observations show that resources are meeting the needs of the learners.</p> <p>Lesson observations show that the teaching is accessible to all</p> |

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| | | <p>teaching is accessible to all.</p> <p>Teaching staff are deployed appropriately.</p> <p>Visual aids are used to meet the needs of identified learners.</p> | <p>each lesson to enable access to the learning for all.</p> <p>To ensure resources are purchased as appropriate.</p> | | | <p>and allows all to make relevant progress.</p> |
| | <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> | <p>Termly tracking completed</p> <p>Data analysed for next steps planning.</p> | <p>Teachers to conduct both daily assessments through marking, observation and discussion and summative assessments during assessment week.</p> <p>Data to be entered onto tracking and groups of learners' progress analysed.</p> <p>Feedback on progress to be shared during PPM meetings with Senior Management.</p> <p>Barriers to learning identified and appropriate steps to address the barriers to be put into place.</p> | <p>Class Teachers SLT</p> | <p>Ongoing and Termly</p> | <p>Pupil Progress meetings show that teachers recognise where children need more support to access and progress within the Curriculum.</p> <p>All children including those with additional needs are able to make progress from their starting points.</p> |
| | <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> | <p>QFT, differentiation and good quality resources enable all children to access the curriculum.</p> | <p>Teachers to plan and adapt activities in each lesson to ensure that all children are able to access the learning.</p> <p>Teachers to make use of additional learning aids e.g. vocabulary mats and task management boards.</p> <p>Teachers make use of technology to increase opportunities for independent learning.</p> | <p>Class Teachers</p> | <p>Daily and ongoing</p> | <p>All children are able to access the learning at their own level and demonstrate understanding of what has been taught.</p> |

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| | | | Teachers to deploy adults effectively to offer additional support where required. | | | |
| Improve and maintain access to the physical environment. | Individual needs of children and staff are assessed and addressed to ensure accessibility for all utilising outside specialist agencies where appropriate. This includes: Ramps in place to move freely around the external school grounds. Corridor width allows for free movement of wheel chairs. Disabled toilet available and changing area. | To ensure that where possible the school grounds are accessible to all including those with additional needs and disabilities. | Audit the school to ensure that reasonable adjustments are made to ensure that where possible there are no areas that are inaccessible to those with a disability. Ensure that appropriate staff are able to operate the ramp for the hall. | Headteacher | Termly | All children, staff and visitors are able to access all areas of the school grounds as appropriate. |
| | Daily site inspections, tidying and cleaning and prompt distribution of deliveries ensure classrooms, corridors and exits are kept obstruction free. | To ensure that free movement around the school is always possible without obstruction. | All teachers to keep classrooms free of obstructions. Staff to all take responsibility for ensuring shared areas and corridors are clear of obstructions. Any concerns to be reported promptly to the school office. | Daily | All School Staff | |
| Improve the delivery of information to pupils and parents with a disability. | School communications are via Parent App including the sharing of newsletters. All children with SEND have a termly Pupil Passport meeting to ensure open communication between | Ensure that written information is accessible to all. | Written information to be shared via Parent App which allows parents to use a read aloud function. Teachers to share targets and provision parents communicating effectively to ensure that parents are able to have a full | Daily | School Staff | Parents are fully involved in their child's education through effective and accessible communication. |
| | | | | Termly | | |

Commented [LM1]: I think this needs to be that "reasonable adjustments are made to ensure that all areas wherever possible"..... eg it would be difficult to let someone in a wheelchair up to hazel when outside areas are really slippery etc

Commented [LM2]: So what do we do about those who refuse to have the app? At the moment we say that they can come to the office to collect paper copy- but this isn't appropriate for quick messages.....- but I suppose that's to do with choice rather than disability.



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| | parents and school about needs and provision | | understanding of any support in place. | | | |
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