



Accessibility Plan Manor Primary School (2015-2018)

| <b>Standard:</b> Increase the extent to which disabled pupils can participate in the school's curriculum by setting suitable learning challenges, by responding to pupils' diverse learning needs and by over-coming potential barriers to learning and assessment for individuals and groups of pupils. |  |                    |   |
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| Activity   | Recipients   | Timescale and cost | Success Criteria  |
| Class teachers to use and store SEND information given from outside agencies and implement the strategies and programmes into their teaching   | Teachers and 1;1 TAs<br>Pupils                               | Ongoing            | The teachers and TAs use a broader range of teaching strategies.  |
| Provision mapping of SEND pupils   | Teachers and TAs<br>Inclusion manager                        | By summer 2016     | All SEND pupils to have provision maps  |
| Maintain and update the SEND register  | Inclusion Manager  | Ongoing            | the inclusion manager to update records when pupils need to come on/off the register  |
| Track the progress of the SEND pupils and set IEPs.  | Inclusion manager<br>Teachers<br>SLT                         | Ongoing            | Inclusion manager and SLT to check the half termly assessments ensuring that the pupils are progress.<br>Inclusion manager to have informal conversations with the class teachers, intervention team and 1;1 TAs. |
| Track the progress of SEND pupils who are on P scales through b squared  | Inclusion Manager<br>Teachers<br>SLT<br>1;1 TAs              | Ongoing            | Inclusion manager and SLT to check the half termly assessments ensuring that the SEND pupils are progress.<br>Inclusion manager to have informal conversations with the 1;1 TAs.                                  |
| Track the progress of all pupils who receive specific interventions throughout the school.   | Inclusion manager<br>Inclusion team<br>Class teachers<br>SLT | Ongoing            | Inclusion manager and SLT to check the half termly assessments ensuring that the pupils are progress.<br>Inclusion manager to have informal conversations with the class teachers, intervention team and 1;1 TAs. |
| Encourage independence for the SEN support pupils in class.  | Class teachers   | Ongoing            | Through quality first teaching good differentiation will mean that all pupils are able to work independently.   |
| To provide equipment for the   | Class teachers   | Ongoing            | All children can access the curriculum.   |





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| SEND pupils to access the curriculum in class.  | Inclusion manager<br>TAs                  |          |   |
| Specific staff training for the pupils individual needs ie colourful semantics training   | Class teachers<br>TAs                     | Ongoing  | Staff are trained to deal with specific difficulties of the pupils that they work with.       |
| Implement the speech and language programmes given by outside agencies.   | Inclusion Manager<br>Inclusion TA<br>SALT | Ongoing  | The programmes that the SALT are implemented into the everyday life of the school.            |
| To make sure that quality first teaching is happening in all classrooms across the school to enable all learners to access the curriculum | Teachers<br>SLT                           | Ongoing  | For teaching to be at least good in every classroom   |
| To ensure the whole staff understand the behaviour policy of the school and use it consistently and fairly                                | All staff                                 | Ongoing  | For adults to use rights respecting language when praising or correcting behaviour.           |
| Key staff to be trained in escalation and positive handling of staff.   | Inclusion Manager<br>Members of the SLT   | Feb 16   | Pupils who need to be moved or restrained are done so in a safe manner.                       |
| To hold annual reviews that are centred around the child.   | Inclusion Manager<br>Pupils               | Annually | Each funded child will have a annual review.  |
| Personalised planning for SEND pupils.  | Inclusion Manager<br>Teachers             | Weekly   | The class teachers will plan for the SEND children and highlight this in red in their plans . |



| <b>Standard:</b> Improve the physical environment of the school for the purpose of increasing the extent to which pupils with special educational needs are able to take advantage of education and associated services provided or offered by the school. |                   |                             |   |
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| Activity   | Recipients        | Timescale and cost          | Success Criteria  |
| A shower and toilet for disabled users.  | Inclusion Manager | Ongoing<br>Inclusion budget | The shower and toilet are available for disabled pupils or parents. |
| To provide physiotherapy equipment for pupils with motor difficulties.   | Inclusion Manager | Ongoing<br>Inclusion budget | The pupils are able to use their motor skills                       |
| A soft play room   | Inclusion Manager | Ongoing<br>Inclusion budget | Pupils gross motor skills progress.                                 |
| A sensory room   | Inclusion Manager | Ongoing<br>Inclusion budget | Pupil's sensory skills progress.                                    |



| <b>Standard:</b> Improve the availability of accessible information which is provided for pupils with SEND and parents of pupils with SEND |                                      |   |   |
|--|--------------------------------------|---|---|
| Activity   | Recipients                           | Timescale and cost                          | Success Criteria  |
| Local offer on the website   | Inclusion manager                    | Updated yearly                              | There is a link to the Newham Local Offer                     |
| Translators for parents by members of staff  | Staff<br>Parents<br>Pupils           | Jan 2016                                    | There is a list of all languages spoken by members of staff   |
| Use a range of materials in class to support the child's learning i.e. enlargement of work, use of laptop etc                              | Teachers and TAs<br>Pupils           | Ongoing and when needed                     | The pupils can all access the curriculum in their classrooms. |
| Make sure that pupils with Hearing Impairment have the correct equipment eg a radio aid  | Inclusion Manager<br>Teachers        | Ongoing and when needed<br>Inclusion budget | The HI pupils can access the curriculum.                      |
| Use communication cards to help communicate with specific pupils.  | Inclusion Manager<br>Teachers<br>TAs | Ongoing and when needed<br>Inclusion budget | The pupils are able to communicate using communication cards. |