

Increasing Accessibility at West Hill Primary School: Academic Year October 2021 – October 2024

A: Increasing the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale
Short Term - To continue to safeguard and protect all disabled children and promote their well-being - To ensure that every child does his or her best and achieves his/her potential. - To continue to ensure that all staff are fully aware of the obligation to provide an inclusive curriculum. - To ensure that all members of the school community understand the Disability Discrimination Act in its application to schools - To consult parents, students and other agencies about the school priorities for increasing access to the curriculum. - To continue to work with the Educational Psychologist and other outside agencies as relevant, on strategies to improve access to the curriculum for SEND children. - To work with the School Nurse on individual issues related to social, emotional and mental health (SEMH) difficulties - To review and update 'Wave Provision' at least annually and maintain regularly updated SEND files. - To continue a programme of training on a variety of learning difficulties for specific staff and disseminate good practice on this at staff meeting - To continue to embed a whole school ethos to learning for children with any learning difficulties to ensure children with additional needs are fully supported and their needs are more fully met.	- Ensure all safeguarding procedures are second to none: - Ongoing tracking of all pupils, including SEND pupils, including detailed analysis of attainment and achievement of SEND groups - Send regular questionnaires to parents and pupils - SEND Information Report updated annually and on website. - Annual Review of SEND Policy and associated policies - SENDCo: regular meetings with students and parents - SENDCo to ensure Wave Provision is updated at least annually and as required - SENDCo reviews Teachers' SEND files termly. - Speech and Language: make full use of training opportunities; SENDCo has overview of children with such difficulties; joint target setting for IEPs; time allocated in staff meetings; full sharing of information and strategies to help children with difficulties; sharing of information between home and school, especially targets. - Attend ASC & Attachment Disorder training as necessary: each teacher/TA as required to ensure a whole school approach is embedded.	Safeguarding Audit updated annually; Single Central Record updated on ongoing basis – DBS online. Revisit provision mapping at start of the Autumn Term each year By end of the Autumn Term each year By end of Summer Term each year Educational Psychologist in regular contact with SENDCo School Nurse visits regularly to work with individual children – counselling. Other counselling put in place as required, e.g. Family Therapy; Health Visitor, as required External support to be bought in as necessary to work with classes, groups or individual children.
Medium term - To continue to provide staff with practical strategies for delivering an Inclusive curriculum. - To improve the progress of children on SEN Support through targeted interventions as necessary. - To ensure that every child achieves their potential. - To continue speech and language, dyslexia, attachment disorder & other SEND areas training for specific or new teachers and TAs, according to need. - To provide further advice and suggestions on strategies for differentiation. - To carry out annual review of behaviour and discipline policy & procedures, anti-bullying policy and Inclusion	- SEND training and review of procedures termly - Update information to parents in Prospectus + other public information published on our website; - Advice from SEND advisory team, if possible or SENDCo as INSET - Review SEND provision during Staff Meetings and GB Committee meetings, including HT Reports to Governors - SENDCo to facilitate and plan for SEND in budget, through completion of SEN Framework each year. PTFA to be asked for involvement for reading books. ½ termly meetings with TAs + IEPs to TAs. Regular review of TA time-table reviewed to make best possible deployment of TAs - TAs to continue to work with individual children on daily basis, as required, including conferencing, using specially devised format and	Resources lists by end of Summer Term - ongoing. Purchases by ½ term of Summer Term each year to ensure budget efficiency. Review of purchases -ongoing Risk assessment review : ongoing SEN Conferencing– ongoing. Ongoing tracking through SIMS Ongoing monitoring by HT/SENCO of all areas indicated. Child Protection training every year for all staff & governors Annual review of Governors' Equality

policies to ensure individual needs are met, including for those with SEMH or ADHD 7. To continue purchase of Dyslexia friendly readers on an ongoing basis for targeted groups of children. Enlist PTFA support as necessary. 8. To continue to build up other resources for SEND, and to maintain lists of all new resources. 9. To build up resources to assist with short-term memory development, including CD-ROMS 10. To continue to ensure TAs are fully involved in formative assessment and planning process. 11. To relevant interventions, as necessary 12. To continue to train staff and governors fully in 'Safeguarding children and Child Protection' in line with latest legal requirements. 13. To facilitate TA Induction Training for all new TAs 14. To ensure new staff and RQTs are fully trained as necessary in SEND and Safeguarding 15. To continue to use our 'Front Row' sound field systems in every classroom. 16. Review Governors Equality Statement annually	special data targets and tracking format • Continue to link greater involvement of TAs to support staff Performance Management • Annual Audit of SEND, using SEND Framework (from September 2014 this is online and part of Safeguarding Audit); include financial information about SEND expenditure from notional funding in School Budget etc. • To review whole curriculum provision and ability of SEND children to access this. Always ensure SEND forms part of SDP • HT /Child Protection officer to receive updated Child Protection Training as required+ disseminate information to other staff, governors. • All staff, governors and parental helpers (wherever possible) to receive Child Protection training • Continue to use 'Wave Provision' to indicate intervention strategies used. • To work with Advisory teams and Babcock EP to provide the best for pupils with EHCP and work towards transition to EHCP within transfer cycle. • Review EHCPs annually and request additional funding as necessary.	Statement Review SEND targets termly
Long term 1. To continue to review and report on different types of SEND within pupils at West Hill annually for Governing Body 2. To review all SEND policies in conjunction with cycle of policy review. 3. Attend disability related training as required to enable all children to access curriculum in best possible way. 4. To develop greater intervention in the early years through multi-agency working as required. 5. To monitor impact of inclusive curriculum provision on an ongoing basis	• Termly HT reports to Governors. • Information to parents – via weekly newsletter – ongoing	Class Teachers attend meetings, with SENDCo as required, with parents of SEND children TA review meetings – half-termly

B: Improving the Physical Environment of schools

Targets	Strategies	Timescale
Short Term - To continue to safeguard and protect all disabled children and promote their well-being - To continue to ensure that all members of the school community understand the Disability Discrimination Act in its application to schools, through regular review - To continue to consult parents, students and other agencies about the school priorities for increasing access to the site and classrooms through the newsletter. - To work with the Educational Psychology team and Advisory teachers to develop areas as necessary, (for SEND Support & pupils with EHCPs) - To ensure the physical environment can be accessed by children with medical needs or height/size limitations - To develop ourselves further as a Forest School providing more active outdoor learning, for all children including those with particular needs	- Ensure the security and health & safety procedures within the school and grounds are outstanding, including for children with ASC & ADHD - Information for governors (HT reports + GB meetings) and weekly newsletter to parents to contain SEN/Disability Statement & details of how to access full documents. - SEND policy published and updated every 3 years on website - Reviews at staff meeting - Develop resources and provision for children with ASC, ADHD, Attachment Disorder - Embed Forest School work at KS1	Annual H&S Audit Annual Security Audit + Ongoing checks By half-term of each Summer Term By end of the Summer Term
Medium Term - To continue to improve playtimes for all children, including SEND children, through greater accessibility to playground games and good quality clubs. - To continue to increase use of school grounds for curriculum and play, for all children, including creation of 'quiet' areas. - To continue to develop more 'alternative' sport and games, through the King's School Sports Programme, e.g. sports festivals – for greater accessibility for all children - To develop ourselves further as a Forest School providing more active outdoor learning, for all children including those with particular needs.	- Ensure increased security (gates) observed, zoning of play; - Canopy areas used for greater variety of stimulating games and picnic lunches (weather dependent) - Work with The King's School on different initiatives. - TA support/supervision at playtimes/lunchtimes (if needed) for children with a disability	Ongoing
Long Term - To report annually on the effectiveness of the school's plan for increasing accessibility - To develop our learning resources for special needs and further improve our library of more easily accessible books. - To attend training as required, to improve the physical environment and make it more accessible to all. - To further develop our accessibility for children with different needs within The SMILE Learning Trust with Ottery St. Mary Primary School.	- Develop SEND information further on school website - Be prepared to adjust school building to reflect needs of children entering the school, eg those with height limitations, medical needs and other disabilities. - Work with OSM Primary School on joint initiatives to improve the physical environment of our schools	Ongoing

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