

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

Targets	Strategies	Timeframe	Goals Achieved
<p>Short term</p> <ol style="list-style-type: none"> 1. To continue to safeguard and protect all disabled children and promote their well-being 2. To ensure that every child does his or her best and achieves his/her potential. 3. To continue to ensure that all staff are fully aware of the obligation to provide an inclusive curriculum. 4. To ensure that all members of the school community understand the Disability Discrimination Act in its application to schools 5. To consult parents, students and other agencies about the school priorities for increasing access to the curriculum. 6. 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. (Ongoing) 7. To work with the School Nurse on individual issues related to social, emotional and mental health (SEMH) difficulties (Ongoing) 8. To review and update 'Wave Provision' at least annually and maintain regularly updated SEND files. 9. To continue a programme of training on a variety of learning difficulties for specific staff and disseminate good practice on this at staff meeting 10. To carry out an audit/review of our Gifted and Talented provision, every year 11. 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. 	<ul style="list-style-type: none"> • Ensure all safeguarding procedures are second to none: Ongoing • Annual whole school INSET on the inclusive curriculum. • Ongoing tracking of all pupils, including SEND pupils, including detailed analysis of attainment and achievement of SEND groups • Continue to fully embed School Pupil Tracker Online • Send regular questionnaires to parents and pupils, Disability questions in newsletter + follow ups • Information sent out to governors and parents: weekly newsletter of Autumn Term each year about how they can access this Accessibility Plan (ask for copy from HT + on school website) • SEND information updated annually and as required, in Prospectus and on website. • Annual Review of SEND Policy and associated policies, including Inclusion, Dyslexia etc. • HT/SENDCo: regular meetings with students • Dyslexia Friendly Classrooms manual and helpful ideas for learning and teaching – updated annually + training through Learning Community SENDCo Group. • SENDCo to ensure Wave Provision is updated at least annually and as required • SENDCo reviews Teachers' SEND files termly. • Annual review of our SEND Manual & framework. • Speech and Language: review and adjust policies; 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/LSA as required to ensure a whole school approach is embedded. • PA to SLT Involved in cycle of update and review within this Accessibility Plan • Annual update and completion of SEND Framework by SENDCo • SEE Also Safeguarding Policy, SEND Policy, Dyslexia Policies, Disability Equality Policy & Scheme + associated action plan, Equality Statement, Equal Opportunities Policy, Policy for Ethnic Diversity and Race Relations, Gender Equality Scheme. 	<ul style="list-style-type: none"> • Safeguarding Audit updated annually; Single Central Record updated on ongoing basis –DBS online. • Revisit inclusive curriculum 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; also attends Learning Community SENDCo Group. • 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 • Manual updated and reviewed by end of Summer Term each year, • Gifted and Talented review Summer Term every year • Lego Therapist, Sarah T, and Art Therapist Stevie C, to be bought in as necessary to work with classes, groups or individual children. 	<p>Ongoing</p>

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

Targets	Strategies	Timeframe	Goals Achieved
<p>Medium term</p> <ol style="list-style-type: none"> 1. To continue to provide staff with practical strategies for delivering an Inclusive curriculum. 2. To improve the progress of children on SEN Concern through targeted interventions as necessary. 3. To ensure that every child achieves their potential. 4. To continue speech and language, dyslexia, attachment disorder & other SEND areas training for specific or new teachers and LSAs, according to need. 5. To provide further advice and suggestions on strategies for differentiation. 6. To carry out annual review of behaviour and discipline policy & procedures, anti-bullying policy and Inclusion policies to ensure individual needs are met, including for those with SEMH or ADHD 7. To continue purchase of Dyslexia friendly readers, e.g. 'Barrington Stoke' on an ongoing basis for targeted groups of children. Enlist PTFA support as necessary. 8. To continue to build up other resources for SEND, including CD-Roms 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 LSAs are fully involved in formative assessment and planning process. 11. To use MyTy Maths, Numicon , FFT Wave 3 Literacy Support and Early Reading as interventions, as necessary 12. To continue to ensure regular completion of risk assessments for SEND children 13. To continue to train staff and governors fully in 'Safeguarding children and Child Protection' in line with latest legal requirements. 14. To facilitate LSA Induction Training for all new LSAs 15. To ensure new staff and NQTs are fully trained as necessary in SEND and Safeguarding 16. To continue to use our 'Front Row' sound field systems in every classroom. 17. To carry out Active Listening groups as required. 18. To carry out SEAL groups as required 19. To carry out Phonics Booster groups and other interventions as required and to analyze their effectiveness through tracking. 20. To carry out interventions such as Phonics Groups & Springboard Maths as required. 21. Review Governors Equality Statement annually 	<ul style="list-style-type: none"> • SEND training and review of procedures termly at staff meeting. • Update information to parents in School Profile, Prospectus + other public information published on our website; • Include greater emphasis on SEND in presentation to new parents (June each year) • 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 LSAs + IEPs to LSAs. Regular review of LSA time-table reviewed to make best possible deployment of LSAs • LSAs to continue to work with individual children on daily basis, as required, including conferencing, using specially devised format and special data targets and tracking format • Continue to link greater involvement of LSAs 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/SENDCo/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 Statemented children and work towards transition to EHC Plans in within transfer cycle. • Review Statements (EHC Plans) annually and follow DAF process as required. Request additional funding as necessary. 	<ul style="list-style-type: none"> • 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 • SEND Framework completed by end of Autumn Term each year (from September 2014 this is online and part of Safeguarding Audit) • SEN Conferencing :- ongoing. • Ongoing targets and tracking through School Pupil Tracker Online • Ongoing monitoring by HT/SENCO of all areas indicated. • Child Protection training every 3 years for all staff & governors: November 2012, November 2015 then February 2017 • Decisions re: groups by Autumn half-term each year. • Annual review of Governors' Equality Statement 	<p>Ongoing</p>

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

Targets	Strategies	Timeframe	Goals Achieved
<p>Long term</p> <ol style="list-style-type: none"> 1. To evaluate inclusivity of the curriculum as part of HT report to Governors and School Profile for parents. 2. To continue to review and report on different types of SEND within pupils at West Hill annually for Governing Body, through the SEND Framework 3. To review all SEND policies in conjunction with cycle of policy review. 4. Link Primary Languages Scheme to SEND work (where possible) to assist pupils with SEND, eg. Sound and number 5. Attend disability related training as required to enable all children to access curriculum in best possible way. 6. Review and update Disability Equality Policy/ Action Plan, Gender Equality Scheme, this Accessibility Plan, Age Strategy, Ethnic Diversity and Race Relations Policy and Equal Opportunities Policy in accordance with the SDP Cycle for Policy Review 7. To develop greater intervention in the early years through multi-agency working as required. 8. To monitor impact of inclusive curriculum provision on an ongoing basis 	<ul style="list-style-type: none"> • Termly HT reports to Governors. • Information to parents – via weekly newsletter – ongoing • Work within Ottery Learning Community SEND issues through SENDCO Group 	<ul style="list-style-type: none"> • Class Teachers request meetings, with SENDCo as required, with parents of SEND children • LSA review meetings – half-termly 	<p style="text-align: center;">Ongoing</p> <p>Policy and Action Plans Reviewed: November each year</p>

Strand B: Improving the Physical Environment of schools

Targets	Strategies	Timescale	Goals Achieved
<p>Short Term</p> <ol style="list-style-type: none"> 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 & Statemented children (EHC Plans) To ensure the physical environment can be accessed by children with medical needs or height/size limitations Develop ourselves further as a Forest School and within our Eco work. 	<ul style="list-style-type: none"> 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. SEN/Disability Policy published and updated every 3 years on website Termly SEN/Disability reviews at staff meeting Develop resources and provision for children with ASC, ADHD, Attachment Disorder Embed Forest School work at KS1 	<p>Annual H&S Audit Annual Security Audit + Ongoing checks</p> <p>By half-term of each Summer Term</p> <p>By end of the Summer Term</p>	<p>Ongoing</p>
<p>Medium Term</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Extra MTA to supervise games rota with School Council and Year 6. Ensure increased security (gates) observed, zoning of play; Development of structured walks along woodland trail, incorporating steps, and heathland area Development of orienteering, using new trail Time-tabling for different 'areas' within school grounds, e.g. Five Senses Garden, Storyteller's Chair Greater use of pond area and outdoor classroom Canopy areas used for greater variety of stimulating games and picnic lunches Work with The King's School on different initiatives. The Story Den at northern end of school field: use as quiet picnic area, drama (storyteller's chair), music etc: to be specified by the children Outdoor classroom to be used for SEND at lunchtimes where practical. 	<p>Ongoing</p> <p>Time-Tables – updated termly.</p>	<p>Ongoing</p>
<p>Long Term</p> <ol style="list-style-type: none"> To report annually on the effectiveness of the school's plan for increasing accessibility To open our grounds to children less fortunate than our own, possibly developing links with local special schools, for our children to show others our grounds, including the Five Senses area, as part of our work on 'community cohesion'. 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. 	<ul style="list-style-type: none"> School Profile + Policy details given via newsletter Develop SEND information further on school website Work with Governors to achieve best results for design and construction of new SEND areas at the back of the school for which planning permission granted, subject to budget. 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 Consider embedding Forest School work across Y2/KS2 	<p>Ongoing</p>	<p>Ongoing</p>

Strand C: Improving the Delivery of Information to Disabled Pupils

Targets	Strategies	Timescale	Goals Achieved
<p>Short Term</p> <ol style="list-style-type: none"> To continue to ensure that all members of the school community are aware of the need to identify and provide for pupils who need information provided in alternative formats. To continue to consult parents, pupils and other agencies about the school priorities for increasing access to information for pupils with disabilities, as required To continue to use 'Wave Provision' to highlight interventions implemented To continue to work with Educational Psychology Service and a variety of service providers to facilitate swift and easy referral to support for all children in need. 	<ul style="list-style-type: none"> Information for governors and information via newsletter to parents, as required. If applicable, include in SATs information evening to parents and 'Meet the Teacher' evenings. Greater involvement of children and parents in delivery of curriculum for disabled pupils Bi-annual disability questions in newsletter Pupil questionnaires – note response from disabled pupils Staff meetings/INSET Identifying current pupils and their needs in order to set future targets Continue excellent targets and tracking, within School Pupil Tracker Online Conferencing of individual pupils with SEND, and all those at risk of underachievement. 	<p>By the end of Summer Term each year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer, Autumn, Spring</p>	<p>Ongoing</p>
<p>Medium Term</p> <ol style="list-style-type: none"> To continue to ensure staff take account of children currently on our roll, who may need information to be presented in alternative ways, for example those children with a sensory impairment. 	<ul style="list-style-type: none"> Regular informal and formal staff consultations with SENDCo. Training as required, organized by SENDCo 	<p>Ongoing and as required for Casual Admissions</p>	<p>Ongoing</p>
<p>Long Term</p> <ol style="list-style-type: none"> To continue to develop the role of Computing in providing alternative presentation of information, keeping updated on appropriate software. To ensure that our website complies with Disability Act stipulations. 	<p>Advice from Computing and SEND Advisory Teachers + Website Designers :MIS SENDCo to work with Computing Subject Leader to achieve this.</p>	<p>Spring Term annually</p> <p>Ongoing</p>	<p>Ongoing</p>

14th November 2013

Updated 2nd March 2014, 28th October 2014, 27th April 2017, 8th June 2017