



## Accessibility Plan

**School Name** George's C of E Primary Academy Newtown

**Dates: From** Sept 2023 **To** July 2026 **(3 years – to be reviewed annually)**

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access, progress and participation for children with communication and interaction needs	CEI	Train Key staff in the use of Makaton.	SENCo	<ul style="list-style-type: none"> <li>Communication and Autism Team Makaton Level 1 training</li> </ul>	<ul style="list-style-type: none"> <li>All members of staff trained by the end of the academic year 2023/2024</li> </ul>	2023/2024
	CEI	Support Colourful Semantics champion in monitoring the progress of relevant children.	SENCo	<ul style="list-style-type: none"> <li>TA colourful Semantics folders</li> <li>Team Teaching schedule</li> <li>PSS training</li> </ul>	<ul style="list-style-type: none"> <li>All members of staff trained in Autumn 1 – 2023/2024</li> </ul>	2023/2024
	CEI	All 1:1 fixed term staff to become skilled in meeting the needs of specific ASD pupils through and small group interventions and in class practice	SENCo	<ul style="list-style-type: none"> <li>Communication and Autism Team</li> </ul>	<ul style="list-style-type: none"> <li>All TAs and new staff receive Level 1 ASD training by Spring term 2024</li> </ul>	2023/2024
	CEI	To have Individualised Target Plans (ITPs) for all children in the SEND register working below ARE: <ul style="list-style-type: none"> <li>Ensure ITPs have been embedded and all members of staff are using them in class as directed by the SENCo.</li> <li>Implement ITPs for</li> </ul>	SENCo SLT	<ul style="list-style-type: none"> <li>ITP refresher carried out by SPP to all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>ITPs displayed in students' books and evidence of them been annotated by all staff.</li> </ul>	Ongoing



		<p>students with communication and interaction needs, outlining specific goals, accommodations, and support services.</p> <ul style="list-style-type: none"> <li>• Regularly review and update ITPs based on the student's progress and evolving needs.</li> <li>• Collaborate with parents, teachers, specialists, and the student to ensure the ITP is comprehensive and effective.</li> </ul>				
	<b>CEI</b>	<p>Regular Progress Monitoring:</p> <ul style="list-style-type: none"> <li>• Implement a system to regularly monitor and assess the progress of students with communication and interaction needs.</li> <li>• Share progress updates with parents and involve them in the monitoring and decision-making process.</li> </ul>	<p>SENCo Class teacher</p>	<ul style="list-style-type: none"> <li>• Accurate data collection (ITPs), data analysis and data reporting methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Students moving up the Continuum.</li> <li>• Academic progress made by all pupils.</li> <li>• All parents/carers informed about their child's progress.</li> <li>•</li> </ul>	
	<b>CEI</b>	<p>To carry out regular Needs Assessments</p> <ul style="list-style-type: none"> <li>• Engage external agencies to conduct assessments of pupils' who we identify as having communication</li> </ul>	<p>SENCo Class teacher</p>	<ul style="list-style-type: none"> <li>• Time booked with external agencies.</li> <li>• Time allocated for staff to meet with parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs assessments carried out and all ITPs have been created from specialised trained staff if necessary.</li> <li>•</li> </ul>	



		<p>and interaction needs to identify their strengths, challenges, and specific support requirements in order to create meaningful ITPs.</p> <ul style="list-style-type: none"> <li>• Involve parents and teachers in the assessment process to gather a holistic understanding of the student's needs.</li> </ul>				
	<b>CEI</b>	<p>To have Individualised Target Plans (ITPs) for all children in the SEND register working below ARE:</p> <ul style="list-style-type: none"> <li>• Ensure ITPs have been embedded and all members of staff are using them in class as directed by the SENCo.</li> <li>• Implement ITPs for students with communication and interaction needs, outlining specific goals, accommodations, and support services.</li> <li>• Regularly review and update ITPs based on the student's progress and evolving needs.</li> <li>• Collaborate with parents, teachers, specialists, and the student to ensure the ITP is comprehensive</li> </ul>	SENCo SLT	<ul style="list-style-type: none"> <li>• ITP refresher carried out by SPP to all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• ITPs displayed in students' books and evidence of them been annotated by all staff.</li> </ul>	Ongoing



		and effective.				
	<b>CEI</b>	<p>Continue to liaise with Specialised Support Staff (SSP, CAT...etc)</p> <ul style="list-style-type: none"> <li>Continue collaborating with SSP, CAT... or other relevant professionals and ensure that these professionals have the expertise and training to provide specialised support to students with communication and interaction needs.</li> <li>Establish regular collaboration between support staff and classroom teachers to implement strategies effectively.</li> </ul>	SENCo SLT	<ul style="list-style-type: none"> <li>Time booked with external agencies.</li> <li>Time allocated for staff to meet with external agencies, parents/carers and class teams.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting notes</li> <li>Reviewed action plans</li> <li>Staff voice</li> <li>Progress data (continuums , FFT, Arbor)</li> </ul>	
	<b>CEI</b>	<p>Communication Support:</p> <ul style="list-style-type: none"> <li>Implement strategies to facilitate effective communication, such as visual supports (visual timetables, social stories), augmentative and</li> </ul>	SENCo Class teacher	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Staff CPD BOOKS</li> <li>ITP REVIEWS</li> <li>CONTINUUM PROGRESS DATA</li> </ul>	



		<p>alternative communication systems, and visual aids.</p> <ul style="list-style-type: none"> <li>• Liaise with TITAN to help us find possible training for staff on communication techniques and strategies to effectively engage and support students.</li> <li>• Foster a supportive and inclusive classroom environment that encourages peer interactions and socialisation.</li> </ul>				
	<b>CEI</b>	<p>Parent and Community Involvement:</p> <ul style="list-style-type: none"> <li>• Engage parents/carers in the education process by providing regular updates on their child's progress and involving them in decision-making.</li> <li>• Establish partnerships with community organisations and resources to access additional expertise and support with the help from TITAN.</li> </ul>		•	•	



<p>To improve access, progress and participation for children with sensory and physical needs</p>	<p><b>CEI</b></p>	<p>Physical Accessibility:</p> <ul style="list-style-type: none"> <li>• Conduct a thorough accessibility audit of the school premises to identify barriers and implement necessary modifications, such as ramps, elevators, accessible bathrooms, and designated parking spaces.</li> <li>• Ensure that hallways, classrooms, and common areas are free from physical obstacles and have ample space for mobility aids or equipment.</li> </ul>	<p>SLT Site manager</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
	<p><b>CEI</b></p>	<p>Sensory-Friendly Environment:</p> <ul style="list-style-type: none"> <li>• Make regular use of the Sensory room.</li> <li>• Create a sensory-friendly classroom environment by reducing excessive noise, providing appropriate lighting, and managing sensory stimuli.</li> <li>• Offer sensory breaks or designated quiet areas for students to regulate their sensory input and self-regulate.</li> </ul>	<p>SENCo Class teacher</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	



	<b>CEI</b>	<p>Physical Therapy and Occupational Therapy:</p> <ul style="list-style-type: none"> <li>• Collaborate with physical therapists and occupational therapists to provide appropriate interventions and adaptations to support students with physical needs.</li> <li>• Ensure that therapy services are integrated into the student's educational program and align with their individual goals and needs.</li> </ul>	SENCo SLT	•	•	
	<b>CEI</b>	<p>Peer Support and Inclusion:</p> <ul style="list-style-type: none"> <li>• Foster a culture of inclusion and peer support by promoting awareness, understanding, and acceptance of students with sensory and physical needs.</li> <li>• Encourage peer interactions, buddy systems, and inclusive</li> </ul>	SLT SENCo All staff	•	•	



		activities that provide opportunities for socialisation and collaboration.				
To improve access, progress and participation for children with cognition and learning needs	<b>CEI</b>	Support for “Newly arrived’ pupils with cognition and learning needs	SENCo Class teacher SLT	<p>Multisensory Materials:</p> <ul style="list-style-type: none"> <li>• Manipulatives, such as counting blocks, tactile letters, or math cubes, to support hands-on learning and concept development.</li> <li>• Sensory materials like sand, rice, or textured objects for sensory exploration and engagement.</li> </ul> <p>Visual Supports:</p> <ul style="list-style-type: none"> <li>• Visual timetables to provide a visual representation of daily activities and routines.</li> <li>• Visual aids, including charts, diagrams, or graphic organisers, to support comprehension and organisation.</li> </ul> <p>Color-coded materials or visual cues to aid in categorisation, sequencing, and concept understanding.</p> <p>Memory and Organization Aids:</p> <ul style="list-style-type: none"> <li>• Visual reminders, memory aids, or cue</li> </ul>	•	



				<p>cards to assist with remembering and following instructions.</p> <ul style="list-style-type: none"><li>• Graphic organisers, checklists, or templates to support organisation and task completion.</li></ul> <p>Social Skills Resources:</p> <ul style="list-style-type: none"><li>• Social stories or social scripts to teach appropriate social behaviors and interaction skills.</li><li>• Role-playing activities, games, or scenarios to practice social situations and problem-solving.</li></ul> <p>Reinforcement and Rewards:</p> <ul style="list-style-type: none"><li>• Token boards, reward systems, or incentive charts to motivate and reinforce positive behaviors and achievements.</li><li>• Preferred activities or sensory breaks as rewards for successful completion of tasks.</li><li>• Collaboration and Peer Support:</li><li>• Cooperative learning materials and group activities that encourage collaboration and peer interaction.</li></ul>		



				<ul style="list-style-type: none"> <li>Peer buddy systems or structured activities that promote peer support and inclusion.</li> </ul>		
	<b>CEI</b>	<p>Small Group or Individual Instruction:</p> <ul style="list-style-type: none"> <li>Offer small group or one-on-one instruction to provide targeted support and personalised learning experiences.</li> <li>Use this time to address specific learning needs, reinforce concepts, and provide additional practice and guidance.</li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>	
	<b>CEI</b>	<p>Multi-Sensory Approaches:</p> <ul style="list-style-type: none"> <li>Incorporate multi-sensory teaching techniques that engage multiple senses to enhance learning and memory retention.</li> <li>Use hands-on activities, manipulatives, visual aids, movement, and other sensory experiences to reinforce concepts and promote active engagement.</li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>	



		<p>Ongoing Assessment and Progress Monitoring:</p> <ul style="list-style-type: none"><li>• Regularly assess and monitor student progress to identify strengths, challenges, and areas requiring additional support or intervention.</li><li>• Use a combination of formal and informal assessments to gather data and make informed instructional decisions.</li><li>• Adjust teaching strategies, interventions, and accommodations based on ongoing assessment results.</li></ul>			•	
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To improve access, progress and participation for children with social, emotional, mental health needs.	<b>CEI</b>	Learning Mentor to be appointed in the academic year 2023/2024	SLT			
	<b>CEI</b>	Monitoring to ensure 'three houses' strategy being used to support children with suspected SEMH needs.	DSLs	Learning Mentor to complete 3 houses for vulnerable pupils and review on a fortnightly basis.		
	<b>CEI</b>	Annual training in September for all staff in the accurate use of CPOMs. To be monitored termly by DSL's and refresher training given when necessary.	DSLs	CPOMs		
	<b>CEI</b>	Weekly safeguarding meetings with DSL's to ensure all actions on CPOMs are followed up and cases closed down when deemed necessary. Key staff members are aware of key issues relating to pupils and ensure procedures are in place to meet the pupil's needs, i.e. meet and great, SEMH Framework CHOC's.	DSLs	SENCo to keep a weekly running log/ record of actions taken following meetings. This will ensure that no child concern goes undetected and all concerns are address promptly. This log will also inform whole school strategies and procedures.		

