

HARTINGTON C OF E (CONTROLLED) PRIMARY SCHOOL
ACCESSIBILITY PLAN 2024/2025

| | Targets | Strategies | Outcomes | Timeframe/Financial Cost | Goals Achieved / Impact |
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| Long Term | Ensure each pupil has appropriate resources / equipment provided to allow full access to an adapted curriculum. This is to be monitored and reviewed when necessary by all teaching staff. | Seek advice from newly appointed Inclusion Officer from the Inclusion Support Team, including the school doctor, educational psychologist, hearing impairment, etc. Inclusion of strategies linked to anxiety through growth and fixed mindset training, Zones of Development. | Curriculum accessible by all pupils in each key stage. | As finance allows and/or need arises. 2024 / 2025 | Identification and provision of appropriate equipment and strategies for identified pupils. SEN/Pupil Premium to ensure optimum learning and full inclusion occurs. |
| | To monitor and provide appropriate seating to pupils with specific medical conditions linked to mental well-being, | To ensure appropriate aids are in place for pupils with specific medical conditions linked to | Curriculum accessible by all pupils. | As finance allows and/or need arises. 2024 /2025 | Equal opportunities for all pupils. Full access to an adapted and accessible |

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| | <p>physical, visual and auditory needs.</p> | <p>physical, visual and auditory needs. Appropriate seating provided to allow access to the tables and resources for all pupils. Access to resources/ equipment to lesson visual and physical fatigue, visual and hearing impairment. Audit of environment to ensure over stimulation is diminished and reduction in anxiety through sensory regulation can take place.</p> <p>Mental Health Lead / Autism Advocate / ELSA in situ in the school. To access further training when available to ensure provision is</p> | <p>To reduce physical and visual fatigue for pupils.</p> <p>Care plans are put into place for specific pupils and reviewed and monitored by staff.</p> <p>To develop and sustain independent learning.</p> <p>Promoting Correct posture and seating for pupils.</p> <p>Access to additional classroom support from SENTA when required to support learning and accessibility to curriculum.</p> <p>Specific strategies and resources are available and are delivered with continuity.</p> | | <p>curriculum which includes after school clubs, enrichment activities and events and trips.</p> <p>Pupils achieving desired learning outcomes/targets.</p> <p>Pupils demonstrate raised self esteem and self-worth and have a greater understanding of their individual needs which they are able to regulate with increased independence.</p> |
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| | | compliant with DfE guidelines. | | | |
| | <p>To identify appropriate and relevant training for staff responsible for pupils with additional needs.</p> <p>To provide appropriate T.A. support for children on the SEND register and in receipt of Pupil Premium funding. To ensure access to a differentiated curriculum which includes the delivery of specific support programmes and purchasing of specific equipment</p> | <p>Advice sought from relevant agencies and training delivered to staff, and SEND Governor. Include Inset training, cluster school training, whole school delivery (Peer Buddy training) etc.</p> <p>Application for Inclusion / TAP's Funding where applicable. EHCP's to be applied for if pupils are identified to have requirements necessary for EHCP to be given.</p> | <p>Raised level of expertise to ensure the needs of pupils with additional needs are met (all vulnerable children)</p> | <p>As need arises and funding allows.</p> <p>Application for: Educational Psychology Service. Behaviour Support package. Positive Support. Nurture Group. Emotional Literacy Support Assistant (ELSA) CAMHs team</p> | <p>Suitable Care Plans are in place with appropriate Provision Maps.</p> <p>Full inclusion achieved for all pupils on the SEND Register and Pupil Premium.</p> <p>Attainable targets set and achieved by pupils.</p> <p>Raising of teaching standards and assessment through CPD for targeted staff.</p> |
| | <p>Ensure venues for school visits are suitable e.g.</p> | <p>Pre-visit essential. Seek advice from</p> | <p>Curriculum accessible by all pupils. All risks</p> | <p>As need arises and in line with the school's Health and</p> | <p>Equal opportunities for all pupils which</p> |

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| | <p>transport, toilets, access, etc.</p> <p>Potential risks to premises are monitored and addressed and an appropriate risk assessment put in place.</p> | <p>relevant agencies if necessary. Update and undertake appropriate risk assessments. Update Evolve Training and complete relevant forms for all off site visits. Staff made aware of potential hazards. All hazards reported to Head teacher/School Business/Caretaker and logged in DCC order book/ risk assessment forms.</p> | <p>identified and risk assessments in place. Governors undertake risk assessments on site as designated by Health & Safety school policy. EVC designated person attends up to date training.</p> | <p>Safety Policy regarding out of school activities/ assuring site is maintained and safe for pupils, staff and visitors.</p> | <p>support an inclusive curriculum.</p> <p>Safe visits for all persons (including transport and travel arrangements) Being in line with current DCC policy and recommendations.</p> |
| | <p>To identify and plan for pupils who require additional time for transition between KS2 - KS3</p> | <p>SENCO to liaise with parents, SENCO's of target schools and appropriate agencies to identify accessibility of</p> | <p>The development of an appropriate plan agreed by all parties which will support the fluidity of the transition process between schools.</p> | <p>SENCO to lead the process for review and collation of reports for the L.A. (To include additional costs for report</p> | <p>Appropriate plans agreed and executed by all parties for the delivery of a smooth transition process.</p> |

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| | | <p>school's suitability to suit the pupil's needs. To undertake a programme of transition between parent's pupil and agencies to formulate appropriate plans, submit detailed reports including Review Meetings to the L.A. to allow the re-writing of EHCP/Inclusion, which will meet the pupil's changing needs. This review and transition process will support accessibility of each school and the identification of an appropriate curriculum.</p> | <p>The identification of the most appropriate school which will meet the pupil's needs.</p> | <p>writing, collation of information - SENTA - to inform governors of additional time required and ensure approval for appropriate hours required for completion of additional work)</p> | <p>The introduction of an updated and relevant EHCP/Inclusion for individual pupil.</p> <p>The successful coordination of and implementation of multi-agency meetings to determine procedures to follow and the identification of targets to be met.</p> |
| | <p>Ensure each pupil has access to resources, equipment provided</p> | <p>Training provided for a Mental Health Lead within school and action plan</p> | <p>Curriculum accessible by all pupils.</p> | <p>As need arises and funding allows.</p> | <p>Suitable Care Plans are in place with appropriate Provision Maps.</p> |

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| | <p>and an understanding of techniques to follow to promote positive mental health, well-being and spirituality to enable them to fully access a differentiated curriculum.</p> | <p>created for whole school application. Development of external sensory and spiritual area for quiet reflection for pupils and staff.</p> <p>CPD to be accessed by all staff to increase and awareness and understanding of skills and strategies to help self-regulation of emotions and to retain a positive growth mindset when dealing with anxieties.</p> <p>Zones of Regulation, Growth and Fixed Mindset training delivered by SSEN service to all staff, links are to be made to the PSHE curriculum.</p> | <p>Qualified member of staff for Mental Health within the school. Action Plan created to cascade knowledge to whole school.</p> <p>Raised level of expertise within the staff team which supports pupil's application of appropriate strategies to help self-regulation take place and development of their understanding of the range of emotions they will experience and that all emotions are normal.</p> | <p>Autumn term 2024, DfE funded.</p> <p>Resources and positive links made to the PSHE curriculum throughout the academic year.</p> | <p>Full inclusion achieved for all pupils on the SEND Register and Pupil Premium.</p> <p>Raising of teaching standards and assessment through CPD for all teaching staff.</p> <p>Equal opportunities for all pupils which support an inclusive curriculum.</p> |
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