



East Hunsbury Primary School Accessibility Plan 2016 – 2019

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Headteacher: Mrs Rita Arundel

Chair of Governors: Mr Darren Coniff

DfES no: 9282219

Date: December 2016

Review date: December 2019

TARGET	STRATEGY	OUTCOME	TIME FRAME/ RESPONSIBILITY	ACHIEVEMENT
<p>To induct and develop new Rainbow Room Leads</p> <p>(Rainbow Room – inclusive child centred play space developing social and emotional aspects of learning for identified pupils as well as focusing on communication and interaction targets for pupils with SEND)</p>	<p>Regular meetings held between Rainbow Room Leads and line manager</p> <p>Well-Being team to meet termly</p> <p>Training opportunities identified and taken up</p> <p>All staff to have a good understanding of the role of RR and to support the learning that happens in RR within their classrooms</p> <p>Rainbow Room leaflet developed so that school community has an understanding of RR</p> <p>Development of RR Blog</p>	<p>Rainbow Room Leads to be confident in their roles and pupils who access RR, including those with SEND, to have an increased sense of well-being and demonstrate a positive readiness to learn</p>	<p>LI to line manage Rainbow Room Leads and provide appropriate training and support – on-going</p> <p>Well-Being team to support development of RR Leads – on-going</p>	<p>Identified pupils to show improved well-being and readiness to learn - Boxall Profiles & PSHE records to show positive results</p> <p>Staff confident and successful in their roles</p> <p>Pupil and staff surveys demonstrate positive results</p>

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To further develop Forest School sessions within school to have continued impact on well-being and achievement of pupils, including those with SEND	<p>Forest School Lead developed in school and within the wider community – e.g. playgroup sessions</p> <p>Identification of pupils for nurture FS session in place – teachers, SENCOs, BSA, Forest School Lead</p> <p>All pupils within SU to access Forest School</p> <p>All pupils in the Foundation Stage to access Forest School</p> <p>Other staff developed as Forest School workers – 2 staff identified for training and training needs met</p> <p>Forest School leaflet developed so that school community has an understanding of FS</p> <p>Development of FS Blog</p>	Pupils accessing FS to demonstrate improved well-being and attainment overtime	Teachers and FS lead to look at well-being and attainment at the beginning and end of FS blocks and to assess impact – on-going	<p>Pupils well-being and achievement increased after FS block – year leaders reports, FS Lead evidence</p> <p>Work samples</p> <p>Pupil, parent and staff surveys demonstrate positive results</p>
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To develop a parent contact group for parents within the mainstream	Rainbow Room Leads to initially jointly support SU parent contact to share	Parents within the mainstream and the SU to feel supported by	Rainbow Room Leads to work with LI and outside agencies to develop	Parents actively using parent contact groups within the mainstream as

	<p>knowledge and skills in order to develop mainstream parent contact group</p> <p>RR Leads to attend network meetings to develop their knowledge and understanding of supporting parents</p> <p>TAMHS to support with development of parent contact group/s</p>	<p>school in meeting children's diverse needs</p> <p>Parents to see school as a supportive factor and to have confidence in coming into school in order to spend time with other parents and share experiences</p> <p>Parents to have access to outside agencies via parent contact group</p>	<p>parent contact in mainstream - Summer 2017</p>	<p>well as the SU – joining together at times throughout the year</p> <p>Parent surveys/feedback demonstrate positive results that show parents feel supported and empowered by this support</p>
TARGET	STRATEGY	OUTCOME	TIME FRAME/ RESPONSIBILITY	ACHIEVEMENT
<p>To improve inclusion and involvement of all pupils during social playtime within the mainstream play space/s</p>	<p>Continued development of Play Leaders and Peace Makers – strategies identified as part of SMILE project and IQM work – to be undertaken by JF, Assistant Head</p> <p>Development of member of support staff as Play Leader, JS, for lunchtime play</p> <p>Appropriate training opportunities for lunchtime staff identified and put in place</p> <p>Investment in play equipment and zoning</p>	<p>Pupil's having active, engaging playtimes with a decrease in playtime behavioural incidents</p> <p>Pupils developing their ability to resolve conflict for themselves with the support of their peers</p> <p>More SU pupils and pupils within mainstream with SEND accessing a wider range of successful play opportunities within the mainstream playground</p>	<p>Play Leaders and Peace Makers trained and working effectively - rolling programme of training each academic year – include youngest pupils by summer 2017 – JF</p> <p>JF to line manage and support JS (Play Leader) and other members of lunchtime staff – on-going</p> <p>Resources in place and regularly reviewed – Jan 2017 & on-going</p> <p>LI to work with SU staff to support SU pupils in</p>	<p>All pupils engaging in appropriate play opportunities at social playtimes</p> <p>Reduced incidents of negative behaviour and/or bullying recorded by head teacher</p> <p>School Parliament sharing positive results from their evaluations of playtimes</p>

	<p>areas within main playground</p> <p>SU pupils to have increased access to lunchtime play on mainstream playground, supported by SU and mainstream staff</p> <p>Continued development of Reflection Room – KK, BSA</p>		<p>inclusive playtimes on the mainstream playground – on-going</p> <p>KK to monitor and review use of Reflection Room termly and to share with Well-Being Team at termly meetings – on-going</p> <p>LG & KM to work with School Parliament of evaluating effectiveness of playtimes – Summer 2017 and annually thereafter</p>	
TARGET	STRATEGY	OUTCOME	TIME FRAME/ RESPONSIBILITY	ACHIEVEMENT
<p>To update and develop the outdoor play space within the Specialist Unit so that there are greater inclusive play opportunities within the SU area for all pupils with SEND</p>	<p>Pupils, families and staff to work together on developing ideas for new playground for SU that encourages inclusion and maximum involvement for all</p> <p>Funding secured for development of new playground for SU – fundraising/grants</p> <p>Community engaged in helping to maintain/develop our outdoor spaces</p>	<p>New playground developed and in use by SU and mainstream pupils</p> <p>All pupils having greater access to a wider range of play opportunities</p>	<p>LI to engage with pupils, families and staff to seek ideas for new playground – March 2017</p> <p>LI and other identified staff/community members to seek funding for project playground – Sept 2016 and on-going</p> <p>New playground to be built and in use by Sept 2019</p>	<p>Pupils from SU and their mainstream buddies to give positive feedback with regards to new playground – surveys, film, traffic light system of feeding back</p> <p>Staff feedback positive in terms of behavioural incidents reduced and pupils playing appropriately and happily together</p>

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In line with IQM targets further develop inclusion of the wider community	<p>Continued development of IQM working party to involve members of the wider community</p> <p>Investigate further opportunities for local community participation</p> <ul style="list-style-type: none"> • Forest School sessions • Community Café • Community volunteers within school e.g. reading support • Engaging with Parish Council <p>Continued involvement in wider projects to look beyond our immediate community</p> <ul style="list-style-type: none"> • SMILE • Erasmus 	<p>EHPS having increased positive local and wider community involvement</p> <p>Pupils increasing their learning around and understanding of their immediate community and the wider world, developing links and relationships both locally and further afield</p>	<p>LG to develop IQM working party to include greater community representation – Summer 2017</p> <p>RA to explore & plan Erasmus opportunities including visiting Forest Schools in Sweden and Special Needs in Iceland</p> <p>TA to develop reading volunteers - to be active in school – by Summer 2017</p> <p>AF to develop community opportunities for Forest School – on-going</p> <p>LI to engage with Parish Council – for example, invite to be present at Community Cafes – Summer 2017 & on-going</p>	<p>Records of IQM working party meetings showing community member/s participation</p> <p>Pupils actively reading with community volunteers and developing reading skills and confidence – pupil survey feedback</p> <p>Staff taking part in Erasmus project and sharing experience with EHPS community</p> <p>Parish Council attending some school events and engaging with families</p>
TARGET	STRATEGY	OUTCOME	TIME FRAME/ RESPONSIBILITY	ACHIEVEMENT
To ensure all staff have necessary training to teach and support pupils with SEND	<p>Up to date identification of pupils needs</p> <p>Regular reviewing of</p>	<p>Confident staff and well supported, confident pupils with barriers to learning removed</p>	<p>Identification of pupils needs - SENCos - on-going</p>	<p>Pupils achievement increasing in curricular subjects</p>

	<p>pupils needs and staff's confidence in meeting them</p> <p>Training by relevant professionals</p> <p>Well-Being team to meet termly to evaluate impact and discuss next steps in supporting pupils and staff</p>		<p>Termly review of needs – SENCos & Teachers</p> <p>Training provided – ongoing</p>	<p>Behavioural incidents reduced</p> <p>Pupil well-being good</p> <p>Staff well-being good</p>
TARGET	STRATEGY	OUTCOME	TIME FRAME/ RESPONSIBILITY	ACHIEVEMENT
<p>To further develop the role of the CSW within the SU to include:</p> <ul style="list-style-type: none"> • Signing • Symbol usage • Assistive technology 	<p>CSW performance management</p> <p>Increased signing within whole school – SH to develop this and BS to support – include signing choir after school club</p> <p>Audits of individual need of identified pupils</p> <ul style="list-style-type: none"> • You Matter course • Assistive technology (identification & investment) • Class support <p>Relevant courses identified</p> <p>Work with additional SaLT hours to develop</p>	<p>Pupils have accessible and appropriate communication systems in place – “I have my voice, do you have yours?”</p> <p>Parents feel supported in the use of communication systems</p> <p>CSW trained and supported effectively</p>	<p>LI & BS performance management –termly meetings - “plan, do, review”</p> <p>Audits completed yearly – BS</p> <p>Courses identified and attended by 2018 – LI & BS</p> <p>Parent feedback questionnaires/coffee mornings held yearly – BS</p> <p>Review of additional SaLT hours – LI – 2018</p>	<p>Pupil well-being high</p> <p>Increased achievement for identified pupils in areas of speaking, listening and communication</p> <p>Parent feedback positive</p>

	collaborative plans Parent feedback gathered			
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