

Monkton CEP School
Accessibility Plan
2017- 2019

Target	Available Resources	Activity	Recipients	Time Scale and Costs	Success Criteria	Monitored by	Evaluation and Impact
1. Increase extent to which pupils can participate in school's curriculum	School Budget M7V support and collaboration	Assessment for Learning Speech and Language for individuals delivered by TAs Letters and Sounds across school Focussed group support After School/lunchtime Mathematics Club Focussed Literacy Support and Mathematics for identified pupils Review Assessment for Learning and 21 Steps Review curriculum and progress Increased contribution to monitoring by Subject Leaders	Teaching staff Assessment for Learning - All staff Subject Leaders Support staff	On going	Broader range of teaching strategies used within lessons, and evident during monitoring	Coaching and mentoring Peer Support M7V cross moderation and sharing of good practice	
2. Setting suitable learning challenges and responding to learning needs.	School Budget M7V support and collaboration	Identify key learning challenges and plan appropriately. Consider those children who are studying or predicted to study at Greater Depth.	All staff - Planning issues to be developed through Staff Meetings, Data Discussion meetings and Moderations	Time for planning issues On going	Broader range of teaching strategies used within lessons. Pupil progress remains high for all ability groups. More Able pupils continue to make good progress in line with their starting points.	Head teacher Observations and Subject Leader monitoring- Coaching and Mentoring Book Scrutiny	
3. Overcoming barriers to learning.	School Budget M7V collaboration /shared training/peer mentoring	Diabetes Management and Training Continue to increase staff experiences: Hearing Impairment, Autism in girls. Management of specialist equipment and appropriate manual handling training. Teacher of the Deaf regularly monitor. All relevant staff receive Deaf Awareness Training Use of Nurture and Autism/Well being champions- Promotion of Acorn Room Modification of reading materials, use of overlays, coloured paper etc	All staff Pupils led by need	On going	Awareness for all school community of the diversity of needs and how we can support pupils needs. Pupils access materials and support	Head teacher Observations and IEP reviews. Peer mentoring Diabetes Team post training Teacher for HI support	

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4. To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school.	Devolved Capital KCC High Needs Funding	Improved support for children with physical and sensory disabilities A. Makaton for all staff and continued use with all children B. All support staff to be trained in Fizzy/Sensory Circuits Training to support identified children. C. Use of Widget Visual Timetable across school D. Staff trained in how to use radio aids E. Use of wobble cushions, modified writing implements and ICT to support pupils with motor control difficulties F. TEACCH Work station for child with ADHD to improve concentration and on task behaviours G. Develop use of Nurture to reduce sensory overload –quiet area, lack of stimulation to calm	All classroom users Identified Children	£500	Systems are used and support identified children. Staff are more aware of pupils needs. Staff attend training and support pupils. Evidenced in records and monitored for impact in Data Discussion meetings.	Head Teacher/ SENCo Class teachers Outside agencies where appropriate	
5. To raise awareness and support for vulnerable groups within the school.	KCC High Needs Funding Pupil Premium money Sports Premium money	Raised awareness through promotion of Equality for all groups. Raised awareness and vigilance with regards to attendance and attainment. Using this as a focus during Data Discussion meetings Enhanced support for Pupil Premium pupils and Nurture/Homework Clubs Use of Sports Premium money to encourage pupils to take part in more sports in both out of school clubs and competitively	Vulnerable children Pupil Premium Children	Data Meeting time—termly Staff Meeting time-as required Hub Meetings	Pupils will make expected progress given their own starting points Pupils will gain in confidence, self esteem and levels of well being will rise Participation in sports clubs and competitions will rise along with pupil well being	KW-SENCo SEND Governor HC Head teacher	

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6. To ensure that all visitors to our school experience the same accessibility experience.	<p>Hearing loop Free access for a Hearing Dog-Risk Assessment for animals in School</p> <p>Designated Disabled parking space</p> <p>Low door thresholds</p> <p>High lighted kerbs for visually impaired</p>	<p>Equal access for all visitors to the school and grounds for all activities</p> <p>Arrangements for parking for parents with mobility problems</p> <p>Hearing loop for parents with hearing impairment</p> <p>Arrangements for a hearing dog for the deaf to attend school functions, parent meetings etc.</p> <p>Disabled toilet for adults and children</p> <p>Develop a pre booking facility for functions in which wheel chair accessibility for mobility impaired adults and children is key.</p> <p>Source chairs that are comfortable or suitable for disabled adults.</p> <p>Regular fire practices and evacuation to ensure that all pupils, staff and visitors can leave the building safely including those with mobility and disability needs.</p>	All visitors to our school building	All in place just maintenance costs	All stakeholders will be able to access and leave the school safely and comfortably in all situations, with equality and ease	Head teacher Governors	