

Selwyn Primary School: Accessibility Plan

Last updated: September 2024

Approved by: Local Governing Body, October 2024

| ACTIONS | PERSON(S) RESPONSIBLE | TIME | RESOURCES | SUCCESS CRITERIA/IMPACT ON ACHIEVEMENT |
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| Physical | | | | |
| Children's sensory needs are met through targeted support and additionality | KE | On-going | SEND budget £500 NHS service | Occupational Therapist provides assessments of targeted pupils with sensory difficulties. Works closely with staff and parents to provide recommended programmes to be implemented at home and school which supports the child's individual needs. |
| Curriculum | | | | |
| Continue to make reasonable adjustments by providing specific/specialised resources. E.g. specialist seating, writing slopes, radio aids, communication devices such as an iPad, fidget toys | KE | On-going | SEND budget £3000 | Children are able to access the curriculum according to their level of need. All appropriate staff and children are able to use resources effectively. |



Selwyn Primary School is part of Newham Community Learning - a family of schools that exists in order to provide an excellent education for all young people in our community.

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| <p>To deliver training of the effective use of the sensory room to meet the needs of all pupils. To ensure the room is fit for purpose and all equipment is working.</p> | <p>MB</p> | <p>On-going</p> | <p>£700 per annum for servicing plus on-costs for replacement parts</p> | <p>Use of the sensory room is effectively planned for with clear reference to pupils' sensory needs. Sensory room is fully operational because it is serviced at annual intervals. Pupils make good or better progress and meet all developmental milestones.</p> |
| <p>Access to expert advice and training for staff working with pupils with learning needs or social and emotional needs. As a result of this, pupils needs will be met and they will be able to make good or better progress - Educational Psychologist</p> | <p>KE</p> | <p>On-going</p> | <p>£12000</p> | <p>Words First Educational Psychology Service provides the full range of services including consultation, assessment, additionality, staff support, supervision and training.</p> |

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| <p>Continue to use visual supports for the HNF children where appropriate to meet their needs, including Zones of Regulation</p> | <p>Class Teachers KE</p> | <p>Ongoing</p> | <p>Time for monitoring the impact of use.</p> | <p>All appropriate staff and children are able to use and follow a visual timetable and where appropriate now/next boards. Children are aware of daily routines. Supports positive behaviour management. Common language and vocabulary around emotional regulation and dysregulation.</p> |
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| <p>To work with outside agencies such as BSS, LCIS, CND, OT and SALT to support those pupils with additional needs.</p> | <p>KE</p> | <p>Ongoing</p> | <p>SEND budget</p> | <p>To assess the needs of the children. Provide reports and supporting documents for Annual Reviews, Funding applications and EHCP applications. To support staff, pupils and families. To support target setting and review plans/targets regularly.</p> |
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| <p style="text-align: center;">Information</p> | | | | |
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| <p>Staff, Governors and Trustees to be aware of the Accessibility Plan in order to monitor delivery.</p> | <p>Chair of Trustees Chair of Gobs Head Teacher</p> | <p>Autumn 2024</p> | <p>Governors and Trust Board meetings</p> | <p>Accessibility Plan targets achieved. All pupils reach their full potential. Staff and Governors are aware of the plan and can articulate the objectives and outcomes to all stakeholders and quality assure additional provision.</p> |

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| All staff to be aware of the Public Equalities Act and its implications. | JP | Ongoing | Induction | All staff, Governors and Trustees know and put into practice the Equalities Act and understand its implications on teaching and learning. All new staff are made aware of the Equalities Act as part of induction procedures. |
| To continue to update the 'school offer' annually. | KE | Ongoing | School website | Provision is accurately matched to meet the additional needs of all learners. Children with SEND make good or better progress. The School Offer is of high quality and contextually relevant to the learning needs of our supported pupils. |
| To ensure all staff have access to CPD. | KE | Ongoing | CPD budget | Equal access to CPD matched to appraisal. All staff who attend training disseminate the appropriate key messages at weekly support staff meetings. British Sign Language interpreter (BSL) arranged for relevant staff members. |