



Stockton Wood Primary School Accessibility Plan 2019/20

Action	Time-scale	Responsibility	Resources	Monitoring	Evaluation	Success Criteria
Annual access audit undertaken.	Annual	SS DB	Time	Outcome of audit reported to Governing Body	Inclusive accessible school as far as practicably possible	Action identified to improve access and inclusion.
Review signage around school re: clarity and directions.	Summer 20	HT SS Site DB Administration IA	Materials £500	Access audit	Access improved for visually impaired and those with physical disabilities.	Signs give clear directions and information using print and symbols.
Indicate wheel chair access at school entrance.	Summer 20	SS Site DB	Sign	Access audit	Access improved to those with physical disabilities.	Wheelchair users have immediate access to building.
Ensure regular maintenance of circulatory routes, surfaces steps and car park.	On going	Site DB	Appropriate non slip cleaning materials. £2500	Termly Buildings and Grounds inspection. Report to B&G Committee Governors	Access for all	All areas kept clean and free from obstruction and tripping hazards.
Implement 3 Step Graduated Approach for learning and behaviour.	On going	All teachers SENCo AJ	South 1 Consortium Outreach	Termly IEP reviews	Graduated approach supports inclusion.	Barriers to learning overcome.
Review provision maps/ intervention programmes and impact: <ul style="list-style-type: none"> <li>• Read Write A – Z</li> <li>• First Class @ Number</li> <li>• Advancing Reading</li> <li>• Numbers Count ECC</li> <li>• RM Easimaths</li> <li>• A Quiet Place and Sanctuary Place</li> </ul>	Weekly/ Termly/ Annually	AJ SENCo JC AQP Classteachers TAs	TA scheduled planning and evaluation with class teachers	Pupil Progress Reviews	Inclusive and accessible school for all.	Intervention programmes help chn to overcome barriers learning classrooms and access learning in whole class lessons.

Implement 'Passports for Learning as appropriate to support inclusion of chn with behavioural difficulties.	Ongoing	AJ SSm Class teachers TAs	See High Needs costed provision map	Passports for learning reviewed fortnightly. Class information files contain PFL.	Personalised approach to meeting chn's needs.	Child's views inform passport and strategies. Parents' views inform passport and strategies. Teacher's views inform passport and strategies.
Develop whole school strategic approach to raising boys' attainment	September 2019 – July 2020	SS HT All staff	FS Resource implications to be evaluated. Restorative Practice Project funded through Families project.  5 x training days SSm AM 5 x supply x £150	Performance Management objectives/target reviewed.  Reports to CMC Governors Termly	Quality of teaching and learning enhanced so that boys engagement and participation is promoted.  Improved rates of engagement.  Improved attitudes to learning.	Raised attainment for boys: Year group targets achieved  Provision and targeted intervention for identified pupils  Gap between boys/girls achievement narrowed
Access High Needs Funding for pupils whose development/learning and or behaviour needs are: <i>"Significantly 'additional to' or 'different from' the differentiated curriculum and educational provision made generally for children or young people of their age in mainstream schools."</i>	As needed	AJ SENCo SS HT	See High Needs Costed Provision map which includes SEN Notational Funding £6000		High needs funding will address underlying; learning, social and emotional, behaviour, sensory, physical and/or communication and interaction needs for individual pupils.	Additional support/provision/intervention provided to the child over time to achieve planned outcomes and support inclusion within mainstream setting.
School Local Offer indicates and signposts available resources internally and externally to ensure children's needs are identified and supported.	Annual review	SS AJ	SENCo – allocated leadership time – supply costs - £150 daily	Reports to Governing Body and LA.	Inclusive and accessible school for all.	Children's needs are identified and supported appropriately. Barriers to learning are removed.
Provide staff training from EMTAs to support inclusion of chn and families with ESL.	Summer 20	SS	LA formats	Strategies adopted.	Inclusive and accessible school for all.	Improved access for chn with ESL.

