



South Tawton Primary Accessibility Plan 2020 - 2023

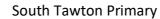
DATE OF ADOPTION: December 2020

DATE OF NEXT REVIEW: December 2023

TO BE REVIEWED BY: SENDCo/SLT









South Tawton Primary School Accessibility Plan 2020 - 2023

Strand A – Increasing the extent to which pupils with a disability can participate in the school curriculum

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To ensure that all members of the school community have access to the Disability Discrimination Act and the updated Accessibility Plan.	Copies of documentation are disseminated to all staff. Disability discrimination act will be a supplementary document to the accessibility plan.	Spring Term 2021	All staff are aware of the accessibility plan and the targets that we will be working on.	EU/DB	Admin time
To ensure that all members of staff are fully aware of the obligation to provide an inclusive education by appealing to different learning styles and abilities within the planning of activities and the nature of tasks given to children.	Planning will show evidence of a range of activities which will support different learning styles and adaptations for specific needs are evident. Resources will be differentiated appropriately for children as and when required.	Ongoing	Range of learning styles will be evident in planning and activities/resources, where relevant, will be tailored towards the child's style of learning.	SENDCo/SM	PPA time
To ensure that children of all abilities can access home -learning aimed at supporting their learning outside of school.	Staff continue to provide appropriate home-learning which is adapted to meet all children's needs. Use of paper based and Google Classroom, and subscription-based programmes.	Ongoing	All children can access relevant home learning tasks.	All staff	Nessy subscript ions IDL subscritp ions
To ensure that Extra Support Plans are created for disabled pupils which focus on their individual needs.	Targets within the Extra Support Plans will be linked to reports/ comments/ recommendations made by professionals involved with the children. Teachers to be reminded about the importance of referring to multi-agency targets and reviews show evidence of this having occurred.	Spring 2021	Quality of Extra Support Plans continue to improve and are more specific to individual children and their needs.	All staff SENDCo	SEND time for review PPA time Parent mtg

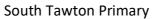


South Tawton Primary



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SENDCo to check that Provision Maps &	On going	Staff are aware of the different	SENDCO/All	Parent
Extra Support Plans include all updated		interventions that are	staff	mtg
SEND interventions.		available at South Tawton for a		PPA time
		wide range of needs.		
All staff to be trained in use of Boxall	Ongoing	Children with social and	All staff	SLT time
Profile.		emotional needs are provided		
PSHE programme to continue.		for in an appropriate manner.		
SCARF units of work at whole school, class				
and individual level to continue.				
TAFs to continue.				
SENDCO to provide Boxall Profile training	Annually	Staff are using nurture	SENDCo	Time for
for staff		activities with their children.		training
Simplified overviews written and displayed	Ongoing	Consistent approach by all	Class	Time for
in staff room.		staff	teachers	training
MTA meetings to share updates				
For key staff to be trained on a regular	As required	Positive handling continues to	SM/SENDCo	Cost of
basis.		be used very effectively at		training.
Ensure all staff are successfully employing		South Tawton to manage		
techniques, record keeping as appropriate		children with behaviour needs		
and the school policy is adhered to.		as required.		
Appropriate staff to meet with next class	Spring Term	Transition procedures are	Class	Staff
teacher to pass on relevant information.	2021 and	efficient and effective	teachers	meeting
	ongoing		SENCo	time
				(twilight)
On-going support, training and advice	On-going	There is evidence in planning	Class	PPA time
accessed from external agencies		and pupils are making at least	teachers	
		expected progress		
	1		1	
	Extra Support Plans include all updated SEND interventions. All staff to be trained in use of Boxall Profile. PSHE programme to continue. SCARF units of work at whole school, class and individual level to continue. TAFs to continue. SENDCO to provide Boxall Profile training for staff Simplified overviews written and displayed in staff room. MTA meetings to share updates For key staff to be trained on a regular basis. Ensure all staff are successfully employing techniques, record keeping as appropriate and the school policy is adhered to. Appropriate staff to meet with next class teacher to pass on relevant information. On-going support, training and advice	SENDCo to check that Provision Maps & Extra Support Plans include all updated SEND interventions. All staff to be trained in use of Boxall Profile. PSHE programme to continue. SCARF units of work at whole school, class and individual level to continue. TAFs to continue. SENDCO to provide Boxall Profile training for staff Simplified overviews written and displayed in staff room. MTA meetings to share updates For key staff to be trained on a regular basis. Ensure all staff are successfully employing techniques, record keeping as appropriate and the school policy is adhered to. Appropriate staff to meet with next class teacher to pass on relevant information. On-going support, training and advice On-going On-going	SENDCo to check that Provision Maps & Extra Support Plans include all updated SEND interventions. All staff to be trained in use of Boxall Profile. PSHE programme to continue. SCARF units of work at whole school, class and individual level to continue. TAFs to continue. SENDCO to provide Boxall Profile training for staff Simplified overviews written and displayed in staff room. MTA meetings to share updates For key staff to be trained on a regular basis. Ensure all staff are successfully employing techniques, record keeping as appropriate and the school policy is adhered to. Appropriate staff to meet with next class teacher to pass on relevant information. On going Staff are aware of the different interventions that are available at South Tawton for a wide range of needs. Children with social and emotional needs are provided for in an appropriate manner. Staff are using nurture activities with their children. Staff are aware of the different interventions to being and pupils are making at least	SENDCo to check that Provision Maps & Extra Support Plans include all updated SEND interventions. All staff to be trained in use of Boxall Profile. PSHE programme to continue. SCARF units of work at whole school, class and individual level to continue. TAFs to continue. SENDCO to provide Boxall Profile training for staff SImplified overviews written and displayed in staff room. MTA meetings to share updates For key staff to be trained on a regular basis. Ensure all staff are successfully employing techniques, record keeping as appropriate and the school policy is adhered to. Appropriate staff to meet with next class teacher to pass on relevant information. Appropriate staff to meet with next class teacher to pass on relevant information. Ongoing South Tawton to manage children with behaviour needs as required. Transition procedures are efficient and effective seachers SENCo On-going support, training and advice accessed from external agencies On going There is evidence in planning and pupils are making at least teachers





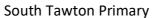
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sensory input provided to prepare them for learning.					
To make the SEND resources more accessible and to ensure that all staff are aware of their potential uses.	Dedicated space in the Horsley Suite cupboards for resources	Spring 2020	Evidence of appropriate resources being used in individual and group work with children.	SENDCo	

Strand B – Improving the Physical Environment of Schools

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To regularly review using the	Document reviewed on an annual basis.	Annually	Evidence of objectives met and	EU	
school's access self-audit			new targets established.	MAT H&S	
questionnaire to determine				and Estates	
school priorities and needs.				Leads	
To ensure the efficient and	Where relevant, and based on evidence from	When	School environment is	EU	
effective maintenance of	outside observation and report, alterations will	required	appropriate for the needs of	MAT H&S	
current modifications for	be considered.		children within the school.	and Estates	
disabled access.				Leads	
To ensure that all future	Where relevant, and based on evidence from	When	School environment is	EU	
building work takes account of	outside observation and report, alterations will	required	appropriate for the needs of	MAT H&S	
disabled access.	be considered.		children within the school.	and Estates	
				Leads	
To ensure that school managers	Where relevant, and based on evidence from	When	School environment is	EU	
and governors with	outside observation and report, alterations will	required	appropriate for the needs of	MAT H&S	
responsibility for buildings are	be considered.		children within the school.	and Estates	
aware of how to access	Specialist support will be accessed as required.			Leads	
appropriate building				Governors	
modifications as required for					
pupils with specific needs.					





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To ensure that school devices	For SENDCo to continue to consider the range of	On-going	Computing applications are	SENDCo	Cost of
have relevant software which	apps that are available for SEND children.		available which support the		subscriptions and Clicker 8
can be used by a range of			children with the development		and clicker 8
children with a variety of needs.			of key skills.		

Strand C – Improving the Delivery of Information to Disabled Pupils

Objectives	Actions	Timescale	Success Criteria	Who?	Cost
To continue training of staff in relation to speech and language development.	Ensure all necessary staff are appropriately trained and have relevant updated schemes of work to use. Early identification will continue through the assessment of all children when they arrive in reception (speech and language link). TG to deliver speech and language interventions used to target children with a range of needs.	On going	All children are receiving appropriate speech and language provision. Staff are trained in the delivery of these programmes.	SENDCo	Speech link subscripti on Language link subscripti on TA Time
To expand the library/reading books to reflect a positive image of disabled people and to provide all children with appropriate reading material	To purchase a wider range of books linked to and containing images of disabled people. To purchase/or hire enlarged books for KS2 readers. To have books in the library which contain makaton symbols.	Summer 2020	For appropriate books to be contained in the library which promote disabled people.	SM	Devon Library resources
To continue to increase the use of specific computing software to support the needs of children with SEND.	We will continue to gain advice on the different resources available to support SEND through Computing.	Ongoing	Appropriate and relevant SEND software is used with the relevant children.	SENDCo	IDL subscripti on Nessy subscripti on Clicker 8 subscripti on

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	To ensure that SEND children	PEEPs will continue to be used where relevant.	Ongoing	All children who require a PEEP	SM
	are aware of protocol for fire	To investigate the possibility of visual prompts		have this and consideration is	
	evacuation.	in the classroom to support what needs to		given to the support required	
		happen in the event of a fire.		for SEND pupils.	