

SLADEFIELD INFANT SCHOOL

Accessibility Plan

[illegible]

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name [Sladefield Infant School](#)

Dates: From [Jan 2018](#) **To** [Jan 2021](#) **(3years)**

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
Our transitions will be planned and resourced to ensure best outcomes for our pupils as they move to, within and from our school.	C,I	Design of robust and meaningful transition plans for Nursery-Rec, Rec-Y1, Y1-Y2 and Y2-KS2.	RM and Standards For Inclusion Leadership group.	All school staff.	Elicit pupil views in Summer and Autumn. Feedback from staff. Feedback from Parents.	Summer 1 2018, reviewed Autumn 1 2018 and revisited every Summer term thereafter.

		Ensure 'New Starter' plan is followed where possible to help pupils new to Sladefield who did not start with us in Reception.	LD GS Classteachers	New starter folder. New starter activities. Release time for teachers to meet new pupil.		
There will be a shared working partnership between our families and school to ensure best outcomes for our pupils.	C,I	Parent views gathered- Action to be taken based on responses from parents.	LB + SLT	Questionnaire completed either at Parents Evening or invite parents to a coffee morning to gather parents views about section 9 of Standards for Inclusion (partnership with families)	Analysis of responses from questionnaire.	Summer 2 2018-ongoing termly.

All staff will be aware of possible barriers to learning and have the confidence to identify these within the classroom and remove/reduce them.	C,E,I	Training delivered by specialist teachers and/or Inclusion Manager.	LD + outside agencies.	INSET sessions.	Pre/post training questionnaires. Target Tracker-evidence of improved outcomes for pupils with identified barriers to learning. Teacher verbal feedback.	Autumn 1 2018 ongoing.
Pupils will be involved in assessing, planning and evaluation their own targets.	C,I	Research on current trends/best practice in target setting in Infant schools to inform a whole school discussion around individual pupil targets.	All staff-led by SLT and Standards For Inclusion Leadership group.	Research texts/papers/articles/. Staff meetings.	Staff/Parent/Pupil feedback.	
		SEN pupils to be informed of their SEN targets at the start of each cycle and involved in the decision as to whether or not they have achieved them.	LD, Classroom staff, Pupils.	'Learning Agreement' in I Can books signed by pupil, classteacher and parent.	Staff/Parent/Pupil feedback. Evidence of increased achievement of SEN targets.	

This plan can be extended and new boxes added to be responsive to the individual school circumstances.

Please submit the 3 year dates of your plan through our website www.beps.org.uk