



Overleigh St Mary's CE PRIMARY SCHOOL

Accessibility Plan September 2024-2027

Targets	Strategies	Outcome	Time Frame	Goal Achieved
Curriculum Access Children who have additional needs and especially emotional / social needs are inducted effectively and have support well matched to need in place.	SENDCO proactively participates in induction of new pupils and follows this up. New interventions sought / training provided where appropriate and feasible to do so. Assessment of wellbeing / social / emotional needs is up dated, tracked and analysed. Mental Health / wellbeing and socio emotional groups reviewed half termly. Adaptations considered by all subject leads and associated training for colleagues. Calming / healing classroom principles adopted.	Children with any additional needs secure as much progress as their peers and secure at least age related attainment.	On Going	
Information Access Signposting information gathered to support teachers or families should the need arise.	SENDCo / pastoral team signpost as appropriate and maintain contacts. SENDOCO maintains website links and promotes this for staff and parents. EAL Staff to continue to support EAL families at parents' evenings etc.	Links with outside agencies are strong and add to our in house expertise. EAL pupils achieve at least as well as their peers.	Ongoing Ongoing	

	Refugee pupils receive enhanced support through induction and ongoing to meet learning and emotional / social as well as language needs.	Refugee pupils secure accelerated progress and are able to communicate their needs.	Ongoing	
Attitudinal	Attachment Friendly & Trauma informed training to be regularly revisited with all staff and considered at induction points. Values, PHSE days and ongoing curriculum learning ensure there is focus on recognition of differences and celebration of this, understanding of diversity and global awareness for pupils.	There is continuity in use of language and approach in supporting pupils in all aspects of school life and especially in managing poor behaviour choices. Our planned for curriculum ensures our vision is secured and pupils are well prepared to contribute to society and for their next stage of education.	On going On going	
Physical All children & staff have equitability in access with suitable additional supports on a personalized basis to achieve at least parity Visual, physical and practical resources are carefully chosen / maintained to ensure support for all children and staff including for those with hidden disability.	Although level access is secured throughout school this does require diversions to external for some stretches. Further adapting these areas is a priority to ensure full inclusion. This includes line marking / separation of zones for visually impaired, hearing loop for hard of hearing, fans and access to rest spaces for menopause and sensory spaces targeted to reduce stimulation and allow for sensory breaks for staff and	All members of the community can access the full building from within & in comfort whatever the weather. Individual needs, hidden & explicit are recognized, managed sensitively and adaptations carefully chose to support inclusion and diversity of need.	25-26 24-27	

Facilities & resources for children are well matched in age appropriate and allow for differences to be celebrated and valued.	children. OT / PT / visual & hearing teams advise sought for furniture * & environmental adaptations to ensure full inclusion. Resources are well matched to learning need but also consider age appropriate needs.	Self-esteem as well as learning needs are at least met and progress is at least in line with peers.	24-27	
School environment meets the needs of all children and staff and provides breadth of enrichment and physical development / stimulation irrespective of cognitive or physical limitations.	Flexible use of spacing e.g. temporary barriers to work spaces, promotion of physical space for real life application of basic skills / creative solutions and engagement.	Adaptations meet and anticipate emerging needs but are cohesive with peer expectations so all children and staff can operate effectively in school and are not made to feel different.	24-27	
Develop activity trail around the school grounds with PTA support.	Assessment for suggested plans to be sought and a programme drawn up with milestones and funding goals identified.	Play is purposeful and calm and children have fun and are active. Children who are reluctant to take part in physical activity are engaged.	24-25	
Increase provision of opportunities for enrichment and clubs for children with SEND	Seek links to outside providers and organisations to expand provision. Increase provision of opportunities at lunchtimes.	There is greater choice of activity that is adapted to specific need.	On going	