

Area: Accessibility

Success Criteria	Proposed Action/ Development	Lead(s)	Time Scale	Resource Implications	Evidence	Impact to date (July 2019)
<ul style="list-style-type: none"> Resources adapted to the specific needs of the individual, including matt laminating pouches to be used to eliminate glare and reflectivity, specific font and font size for visually impaired pupils. Visual overlays, coloured paper and alternate coloured backgrounds for Smartboards to support children with Irlen-Meaers syndrome or visual stress Individual iPads to support learning for child accessing PODD (picture exchange) learning and Splashboard software (Interactive whiteboard tethering) for visual enlargement. Access to Splashboard in all classrooms and hall as required. Follow recommendations from TESS, Speech and Language and Educational Psychologist to adapt resources and how information is orally delivered 	Continue to make improvements in the provision of information in a range of formats for disabled pupils	Inclusion Manager Deputy SENDCO All Staff	Ongoing	<p>Matt laminating pouches</p> <p>Visual overlays, coloured paper</p> <p>Splashboard software Resource books as recommended by TESS, SALT and EP</p>	<p>Matt lamination of resources in place and used. Appropriate sized font materials used in books.</p> <p>Visual overlays in use and coloured paper or lines in book scrutiny.</p> <p>IEPs show differentiation strategies in use and register of intervention shows frequency.</p> <p>SALT reports reflect improvement</p>	<p>Visually impaired pupils making good progress and gaining independence in choosing when they need adaptations.</p> <p>Coloured overlays in place and children report that they make a difference when they need them.</p> <p>Splashboard technology on iPad enables sensitive full inclusion for visual needs children. This improves confidence and enjoyment. PODD board on iPad is still a work in progress as the child who this is for is still learning to engage with it.</p> <p>Recommendations in place and supporting inclusion through Quality First Teaching.</p>
<ul style="list-style-type: none"> Wheelchair use and access ensured to enable pupil to have continued classroom access. Well-being zone enabling pupils who have need for rest periods to take appropriate breaks and then return to classroom activities. Fish to support calming strategies. Recording devices available to support pupils with working memory difficulties. Writing slopes and aids to enhance writing position and comfort when writing. Dyslexia friendly training cascaded to other members of staff through displays and resources. Spell checkers to support independent checking of work. Outreach support for PE to differentiate the PE curriculum for physical needs and provision of differentiated skills as part of whole school virtual PE challenge. Software is available to support pupils in learning to develop keyboard skills via the school's website. Use of splashboard technology to develop access to the curriculum and full inclusion in assemblies and choir for child with visual needs. Support from Landgate Outreach to develop skills of staff in supporting children with autism. Adaptation of cello to meet needs of autistic child 	Continue to improve access to the curriculum	Inclusion Manager Deputy SENDCO All Staff	Ongoing	<p>Fiddle toys, spinners, squeeze balls, massage balls, wobble cushions, weighted blankets, timers, games. Recording devices, batteries for spell checkers.</p> <p>Pencil grips, Y shaped pencils.</p> <p>Sensory toys and activities.</p>	<p>Equipment in place and in use in classrooms.</p> <p>Full participation in PE</p> <p>Engagement of visual needs child in extracurricular activities</p> <p>SEN Support plans show variety of strategies to engage autistic children.</p> <p>Engagement of children with additional needs in music lessons.</p>	<p>Child with a wheel chair is using this full time now and an adjustable table is being used at an appropriate height.</p> <p>Wellbeing zone and the fish are well used by individuals who are learning to become independent in managing their emotions and make positive choices for timeout.</p> <p>This supports them to engage back in lessons when they are feeling calmer.</p> <p>Recording devices are used in KS1 and KS2. Following Teaching Assistant training this has been developed to also using the app 'Book Creator' to further motivate, engage and offer alternative forms of recording. Another child with dyslexic traits is also trialling speech to text recording for longer pieces of work to enable him to show what he is capable of when the barrier of transcribing his thoughts is removed.</p> <p>Dyslexia friendly strategies in use in more classrooms following additional children being diagnosed with dyslexia and dyscalculia and children showing as having traits of dyslexia using in school screener with children where class teachers have raised concerns.</p>

<ul style="list-style-type: none"> • Advice sought and followed to enable visual needs child to participate fully in wider opportunities music lessons. 						<p>Outreach support has been less this year due to the upskilling of PE staff in previous years: Mr Price continues to be the PE teacher so at present only monitoring visits are occurring. Differentiated skills are in use in lessons and children are making appropriate and good progress.</p> <p>Support from Landgate is ongoing and children are making small steps of progress which is being monitored using B squared.</p> <p>The adaptation of the cello has been very successful and the child using the cello plays weekly and is fully engaged. He played as part of the Music festival with his class.</p> <p>Visual support have offered advice and changed recommendations for visual needs children in line with the changing needs of the child.</p>
<ul style="list-style-type: none"> • Diabetes Nurse supporting school in use of insulin pump • Training from Complex Needs Nurse and Abbott Pump Nurse to enable child with peg feeding needs to fully access Nursery. 	Further develop medical knowledge to support children with medical needs to remain in school	Inclusion Manager Deputy SENDCO All Staff	Ongoing	Training	Attendance of children with medical needs shows they are being supported in remaining in school.	The needs of the children have been met and the children have been able to attend school safely and have had good attendance. Staff have felt safe in their knowledge. Parent feedback has been very positive.
<ul style="list-style-type: none"> • Winch used to enable pupil to access multi activity zip wire off site. • Involvement in inclusion games to engage children with disabilities in para-Olympic sports that have Olympic pathways and offering additional opportunities for children with additional needs to represent the school on school teams. • Provision of transport to enable children to access Inclusion games festivals and competitions. • Close liaison with PGL to enable full participation of children with dietary needs in school trip. 	Continue to improve access to the wider curriculum including full participation in trips and activities	Inclusion Manager Deputy SENDCO All Staff	Ongoing	Transport costs	Photographs show full participation. Child and parent voice show full inclusion and engagement in process.	School Boccia team have been successful in winning the Wigan inter school tournament and represented Wigan in the Greater Manchester Games during March 2019. <p>Pupil in a wheelchair accessed all activities at Year 6 PGL residential and feedback was overwhelming.</p>
<ul style="list-style-type: none"> • Identified pupils to work with speech and language therapists and physio therapists on specific programmes. • Access to fine motor skills programmes to develop motor control in children with dyspraxia. Whole school sports skills development to develop gross motor skills with additional support for dyspraxic children. • Part time timetables in place to allow child with deteriorating physical abilities rest periods to access timetable fully at other times in co-ordination with parental wishes. 	Continue to personalise the curriculum to meet all learning needs.	Inclusion Manager Deputy SENDCO All Staff	Ongoing	Fine motor skills equipment	Objectives of programmes met. IEPs show awareness of needs. Spreadsheet data shows improvement in motor skills over time. Monitoring of progress of children with hearing needs shows learning. Child interviews and	Speech and Language therapists work with children and with families in school and provide recommendations to staff. Progress is being made with some children being discharged and staff are increasing in confidence in recognising where a referral is needed and where a need is developmental. <p>Part time timetable is in place and is meeting the needs of the child. Staff have had some support from the Sensory Support teacher for the deaf with</p>

<ul style="list-style-type: none"> • Additional Boccia sessions to develop skills • Classroom adaptations in place and awareness raised to meet the needs of children with hearing aids ensuring that lip reading can take place and that video clips are mouthed by teachers to support lip reading if needed. 					<p>questionnaire show participation. IEPs show awareness of needs by teachers.</p>	<p>regards to strategies to use. A poster is displayed to remind other staff who are working with children with hearing aids or hearing difficulties of things to be aware of.</p> <p>Following the wellbeing day and the work last year with sensory sessions, the wellbeing team and SENCO have written to the PTFA to support funding for sensory room equipment, which was successful.</p>
<ul style="list-style-type: none"> • Disabled access considered carefully within any future building developments. Adaptation of learning environment to enable a child who needs an electric wheelchair to take part in all activities: Year group has been moved to accessible classrooms providing short distance journeys to hall, playground and toilets. Specialist subjects have been moved as required to classrooms with disabled access. • Creation of Nappy changing area to support Reception children with toileting needs. • Careful consideration and risk assessment of Nursery to meet needs of child in K Walker and supported chair. • Close liaison with PGL to enable full participation of SEN children in outward bound activities. 	<p>Physical improvements to increase access to education and associated services</p>	<p>Inclusion Manager Deputy SENDCO All Staff</p>	<p>Ongoing</p>	<p>Privacy curtains to screen area</p>	<p>Access to full curriculum is not impeded by physical needs.</p> <p>Facilities in place.</p> <p>Photographs and child feedback.</p>	<p>As part of the new build, accessibility has been considered and classrooms that are currently inaccessible will be made accessible. Currently alternative provision is in place which has considered the voice of the child in how they would like their needs to be met.</p> <p>Nappy changing area has been created. Intimate Care Policy has been checked against policies from specialist provision and some small alterations made. This is being considered by parents whose children require intimate care to gain parental feedback and will then be sent back to Governors for verification.</p> <p>The Nursery environment has been assessed by school and OT for the safety of the K Walker and supported seating requirements.</p>