

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name Cotteridge Primary School

Dates: From 23.03.21 **To** 23.03.2024 **(3 years)**



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		
To continue to develop inclusive practice, through staff training and development.	C	SENDCo to liaise with other specialist professionals, e.g. PSS, CAT, SALT, Occupational Therapy and SS team etc.	SENDCo	Allocated hours from outside agencies	Accurate codes recorded on Census that reflect specific needs of children in school	23.03.21 – 23.03.24
		SENDCo to refer pupils to specialist support services, as necessary.	SENDCo	Scheduled time to meet with professional agencies	Staff training records	
		SENDCo to arrange CPD opportunities for all staff.	SENDCo and SLT	Buy-back subscriptions from identified agencies (EP AND PSS)	Individual referrals, assessments and reports recorded and shared appropriately	
		To negotiate improved contracts with an independent EP Service	Headteacher and SENDCo	Renewed SALT subscription	Meetings and observations arranged with professional agencies	
				Funding for external SEND training/courses where necessary	Representation from professional agencies at Annual Reviews, SSPP Reviews, funding requests, TAC meetings, EHCAR meetings	

To continue to develop inclusive practice, through timely and early interventions for children with Speech and Language Difficulties.	C	<p>Ensure Wellcomm Screening is implemented across all phases.</p> <p>Wellcomm Speech and Language Programme to be delivered to identified children across all phases.</p> <p>Services of NHS SALT to be purchased.</p> <p>In-house Speech and Language Therapy sessions to take place (thus reducing waiting lists for outside referrals).</p> <p>Continued development of Makaton where necessary.</p>	<p>SENDCo supported by Early Years Leader, Asst Head KS1 and Asst Head KS2</p> <p>Wellcomm trained designated Teaching Assistant</p> <p>Headteacher and SENDCo</p> <p>SALT (Rachel Rose)</p>	<p>Purchase of Wellcomm School Age Programme</p> <p>Staff Training</p> <p>Timetabled Wellcomm interventions</p> <p>Use of a language rich environment for small group use.</p> <p>NHS SALT therapist employed</p> <p>Use of a language rich environment for small group use</p> <p>Staff training</p>	<p>Wellcomm groups timetable and delivered consistently</p> <p>Wellcomm assessments</p> <p>SALT referrals</p> <p>Reduced waiting list (time measured - less than 9 months)</p> <p>SALT reports provided by NHS therapist</p> <p>SEND Progress checks/trackers</p> <p>School assessment data</p> <p>Learning walks (to see advised strategies in place)</p>	23.03.21 – 23.03.22
To continue to improve and maintain access to	E	On-going monitoring and maintenance	Governor for Health and Safety	Funds for maintenance	Accessibility is improved to as much of the Victorian and external buildings as possible.	

the physical environment of the school.		<p>Contrasting edges on steps or ramps markings on steps, to ensure they are clear.</p> <p>Regular checks ensuring interior and exterior lighting is working.</p> <p>Black/yellow hazard tape on poles at end of hand rails.</p>	<p>Headteacher</p> <p>School Business Manager</p> <p>Site Manager</p>	Materials necessary for visual adjustments	Termly walk through of the school environment by Site Manager / School Business Manager / Deputy Head Teacher/Head teacher/Governing Body to determine any maintenance requirements, adjustments and improvements.	Annually
To improve access to low arousal, sensory areas for children with SEND.	E	<p>Use of National Autism Standards to audit provision to identify needs.</p> <p>To relocate current Sensory Room and provide an appropriate sensory experience.</p>	<p>Headteacher</p> <p>School Business Manager</p> <p>Governing Body</p> <p>Asst Headteacher KS2</p> <p>SENDCo</p>	<p>Budget for building and materials</p> <p>A range of sensory equipment and lighting</p> <p>Support from CAT and/or Autism Outreach Selly Oak</p>	<p>National Autism Standards Audit.</p> <p>Attendance data (improved % for children with SEND)</p> <p>Exclusions data (numbers reduced)</p> <p>Behavioural incidents data (numbers reduced)</p> <p>Pupil voice and parent voice during SEN Reviews</p>	By 2024
To ensure all adults and children with disabilities	E	Personal emergency evacuation plans to be in place for any children with an	SENDCo	Budget for maintenance of facilities such as	All pupils, staff and parents with an accessibility difficulty are safe in the event of a fire or other emergency.	On going

can be evacuated safely in the event of an alarm.		<p>access or sensory difficulty.</p> <p>Personal emergency evacuation plans to be written for any staff members with an access difficulty.</p> <p>Staff aware of accessible exits and emergency evacuation chair. Visitors with an access difficulty, to be supported by member of staff they are visiting to exit the building.</p> <p>Ensure all staff are aware of their responsibilities in the event of an evacuation, by being aware of the relevant children's personal access plans.</p>	<p>Headteacher</p> <p>Governor for Health and Safety</p> <p>All staff</p> <p>SLT</p> <p>Fire Marshalls</p>	<p>ramps, evacuation chair.</p>	<p>There is constant, close supervision for children with additional needs, in the event of an evacuation.</p> <p>Individuals with access difficulties can be evacuated quickly and easily.</p> <p>Staff and governor (Health and Safety) walk throughs</p>	
To ensure safe access from Breedon and Shirley Road onto the school premises.	E	<p>Proposed safer schools strategy</p> <p>The introduction of a 'No entry' at the junction of Breedon</p>	<p>Headteacher</p> <p>BCC - Councillor Mary Locke</p>	Subject to Birmingham City Council approval	Outcome of proposal	

		<p>Road with Pershore Road</p> <p>20mph roundels</p> <p>Carriageway SLOW markings on Pershore Road</p> <p>Associated signage and road markings</p>	<p>Feedback from parents, staff and local residents</p>			
<p>To improve the parent voice of children with SEND.</p>	I	<p>Scheduled coffee mornings with SENDCo and SEN governor (subject to government Covid-19 regulations at time).</p> <p>To facilitate SEND specific training for parent groups with feedback and evaluation from participants (subject to government Covid-19 regulations at time).</p> <p>Review school website Local Offer - in partnership with parents and professional agencies</p>	<p>SENDCo</p> <p>SEND Governor</p> <p>Professional Agencies (EPS, CAT etc.)</p>	<p>Support from Communication and Autism Team and other professional agencies.</p> <p>Meeting room in school and access to appropriate technology for all.</p> <p>Range of training materials (videos, talks, guest speakers, activities) for parents to participate in</p>	<p>Register of parents attending.</p> <p>Evaluation and feedback from parents.</p>	<p>By March 2024</p>

		(subject to government Covid-19 regulations at time).				
To improve the pupil voice of children with specific needs.	I	<p>Questionnaires & meetings with SENDCo and SEND governor.</p> <p>Inclusion walks. Representation of SEND via School Council, sports teams, House Captains etc</p>	<p>SENDCo</p> <p>SEND Governor</p> <p>SLT</p>	<p>Questionnaires</p> <p>Collated Feedback</p> <p>Feedback findings organised and acted upon</p>	<p>ITPs and Pupil profiles</p> <p>Pupil and parent voice during SEN review meetings - particularly pupil voice</p> <p>Attendance data</p> <p>Pupil and parent voice</p> <p>Diverse children's leadership team</p>	On going