

Accessibility Plan



School Name Gossey Lane Academy

Dates: From March 2019 To March 2022 (3years – to be reviewed annually)

2019 – 2020 updates

2020 – 2021 updates

2021 – 2022 updates

| Outcomes for groups of children and young people | Accessibility Planning Code C- Curriculum E- Environment I- Information | Actions | | | Evidence | Dates (from and to) |
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| | | What/How | Lead | Resources | | |
| To improve access for children with SEND. | E | To discuss with HT the Inclusion Manager being involved with environmental safety audits to ensure perspective for SEND pupils captured. | Inclusion Lead | Time | 2019 – 2020 Site walks are conducted each term via estates team. Any environmental issues impacting on SEND pupils are reported to the site manager. Health and Safety is everyone's responsibility and all staff have a duty to report access problems. | Spring 2019 |
| To improve access, progress and participation for children with communication and | C/E/I | Discussion with the HT and SBM regarding the training for level 3 AET Lead practitioner. | Inclusion Lead | Time Cost of course and cover for teaching responsibilities | 2019 – 2020 Due to other CPD costs for SEND provision this has not happened yet. Inclusion Lead has been booked on to the course in May 2020. | From Autumn 2019 |

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| interaction needs. | | Refresher Level 1 AET training for all staff. | Inclusion Lead | Time Cost of training | 2019 – 2020 This was planned in for all staff during Autumn 2019 – due to a change of CAT worker this did not take place. Training to be rebooked Summer 2020 | From Autumn 2019 |
| | | To use resource bases within the MAT to enhance CPD opportunities for TAs. | Inclusion Lead | Time Cover for TAs | 2019 – 2020 Some teachers have visited the resources bases within the MAT. Due to staffing limitations others have not visited as of yet. | From Autumn 2019 and on going |
| | | Inclusion lead to work with MAT SEND group to develop provision for speech and language across the trust. | Inclusion Lead | Cover for teaching Cost of support and training | 2019 – 2020 Inclusion Lead attended MAT SEND meetings throughout the year. There is a plan to for the MAT to invest in Speech and Language therapist for the whole trust. | From Spring 2019 |
| To improve access, progress and participation for children with sensory and physical needs. | E | Ensure external steps are repainted annually so that yellow strips are clearly visible. | Site manager | Time Yellow paint | 2019 – 2020 Site manager is aware of this requirement and will ensure that is done annually. | Summer 2019 |

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| | | To install protective coverings of a bright colour on the pillars in the Reception outdoor area so that visibility and safety is improved. | Site manager | Cost of equipment and installation | 2019 – 2020 There is a redevelopment plan for the outdoor area to ensure that it is more suitable for EYFS pupils. This is ongoing. | Autumn 2019 |
| | | Discussion with staff regarding meeting the personal care needs of potential pupils without parent support. | Inclusion Lead | Time | 2019 – 2020 If a pupil has a diagnosed medical condition, agreements will be made with the pupil, parent and staff on how to meet these needs. | |
| | | Improve quality of lighting across classrooms. Replacement of yellow bulbs with white light bulbs. | Site manager Headteacher School Business Manager | Cost of light bulbs and installation | 2019 – 2020 Due to structural issues, site team are unable to access the roof to improve quality of lighting. There is a plan in place to resolve the roof issue. | |
| To improve access, progress and participation for children with cognition and learning needs | C/I | To monitor the effective of teaching and learning across all years groups in core subjects. | Inclusion Lead | Time | 2019 – 2020 Book monitoring has taken place. Provision for high needs pupils is strong. Introduction of SEND continuums across all year groups. Work still needs to be done in order to strengthen provision further. | Spring 2019 and ongoing |

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| | | To plan CPD or individual coaching opportunities for staff following on from monitoring. | Inclusion Lead | Time | 2019 – 2020 CPD has been arranged, including inviting external agencies. Coaching plan has been delivered to one member of staff and there is a plan to support another member of staff across Summer term. | Summer 2019 and ongoing |
| To improve access, progress and participation for children with social, emotional, mental health needs. | E/C | Inclusion lead to discuss with HT a review and plan for the use of outdoor areas during lunch times to ensure inclusion of all children with SEMH needs. | Inclusion Lead | Time | 2019 – 2020 We use a structured lunch approach for pupils with SEMH needs. A learning mentor has been appointed and supports pupils over lunchtime. There are also plans to develop the playground through installation of a Muga. | Spring 2019 |
| | | Inclusion lead to work with MAT SEND group to develop specialised provision for children with SEMH needs. | Inclusion Lead | Time Cover | 2019 – 2020 The focus of the MAT SEND groups has been around Speech and Language provision. We have used support from Beacon School Support to develop in this area. The appointment of a learning mentor has also helped strengthen support for pupils with SEMH. | Ongoing |

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| | | Monitoring the impact of the new approach to positive recognition for children with SEMH needs. | Inclusion Lead | Time | 2019 – 2020 ‘The Gossey Way’ behaviour approach has been successfully implemented but there is further work to be done to develop this. Through strengthen practise on restorative justice and embedding school values we hope to become more proactive in dealing with behaviour opposed to reactive. | From Autumn 2019 |
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