



Westfield Primary School and Nursery

Governor's proposals to increase accessibility and inclusion for all pupils

	Targets linked to the children's needs as highlighted on the SEN Register	Strategies	Outcome	Time frame
Physical Disability	<p>To ensure extra assistance is available for children with physical conditions so they have access to all aspects of PE</p> <p>(All areas of the school are fully accessible to wheelchair users)</p>	<p>Short term Planning that helps develop gross motor skills and activities.</p> <p>Medium Term Liaison with occupational health Advice from hospital education.</p>	<p>Appropriate provision and activities planned for those children identified on the SEN register requiring extra consideration so they can participate in all PE sessions.</p>	<p>On-going</p> <p>On -going</p>
Visual (information detail specific for one pupil)	<p>To reduce the number of collisions and improve the visual accuracy of pupil with visual impairment (whose vision is substantially improved with the colour yellow)</p>	<p>Short term Painting edges of the steps that exit the premises yellow.</p> <p>Buddy system to offer support during visits away from class and at play time.</p> <p>Medium term Painting further areas of the school yellow as necessary.</p> <p>Passing information from teacher to teacher on strategies that assist pupils.</p> <p>Liaison with health professional and other associated outside agencies when required.</p> <p>Increase light levels in specific areas (steps etc.) as needed.</p>	<p>All areas highlighted in yellow that will aid mobility and provided independence.</p> <p>Door edges marked with yellow tape.</p> <p>Posts and step edges painted yellow</p> <p>Continued liaison with Visual impairment advisors.</p> <p>Additional computer monitor provided to aid work in class</p>	<p>On-going</p> <p>On-going</p>

		<p style="text-align: center;">Long term</p> <p>Transition meetings with receiving teacher to ensure strategies to assist pupils are shared.</p>	Receiving teacher provided with information to ensure smooth transition	On-going
Audio Disability (All Classes carpeted)	To ensure seating arrangements take into account the needs of children who have hearing impairment. To ensure all arrangements are in place to meet specific child's needs	<p style="text-align: center;">Short term</p> <p>Carpet seating plan- Specified children closely positioned to Teacher/ teacher assistant.</p> <p>Table seating plan – Children placed in best position to gain from direct teaching.</p> <p>Teacher to wear radio mike or use other specialised equipment recommended by hearing professional if required.</p>	<p>Seating arrangements support the needs of all pupils with auditory disabilities</p> <p>All children will hear all that the teacher is saying</p>	<p>On- going</p> <p>On- going</p>
Medical Needs	To support the children with medical conditions e.g. allergies, asthma, individual Health Care plans/offsite visits etc.	<p style="text-align: center;">Short term</p> <p>Meeting with parents to discuss child's needs.</p> <p>Staff training –including EPI-pen, first aid, pump training etc.</p> <p>Risk assessments for offsite visits.</p> <p>Disabled toilet facilities.</p>	<p>All children's needs met.</p> <p>Appropriate provision in place to support their medical needs so that they can access education.</p>	On-going
Emotional/behavioural difficulties	To ensure emotional needs are addressed to maintain confidence and reduce inappropriate behaviour	<p style="text-align: center;">Short term</p> <p>Close monitoring and daily behaviours to identify pattern/concerns.</p>	Children behaving appropriately without disruption to the class and making progress in	On-going

		<p>Establishing clear routines and systems of rewards to assist children in behaving appropriately in/out of classroom.</p> <p>Access to calm room and sensory garden to self-regulate/desensitise.</p> <p>Medium term Meet with parents to discuss strategies to support child to ensure consistent use of language boundaries at home and at school.</p> <p>Provide wobble cushions, fiddles, weighted shakes to support/aid concentration.</p> <p>Draw up RAMP with staff and parents.</p> <p>Seek advice from SENCo/learning mentor/Head to develop additional support systems.</p> <p>Involve external support agencies where appropriate.</p> <p>Long term Make a referral to DESC or Teaching and Learning Advisor – Primary Behaviour for Learning for support if concern continues.</p>	<p>their learning.</p> <p>RAMP in place to reduce risk.</p>	
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Speech and Language	To ensure children have appropriate resources/support/guidance to improve clarity of speech to enable them to communicate confidently and clearly to others.	<p>Short term Assess and gain evidence.</p> <p>Medium term SENCo to advise parents to contact support team to carry out assessment of needs within/outside the classroom.</p> <p>Visits from speech therapy or SENCo to refer to SALT.</p>	<p>Appropriate support/modelling in the classroom environment.</p> <p>All stakeholders aware of needs.</p> <p>Speech therapy attended.</p> <p>Training of TAs to pursue advice and use resources and advice used in individual support plans.</p>	On-going
Literacy	To ensure children have appropriate resources, support and guidance to make progress in literacy.	<p>Short term Assess and gain evidence to ascertain nature of difficulty.</p> <p>Provide with aids such as coloured overlays, books, and pencil grips.</p> <p>Identify best programme of work to address needs e.g. Differentiation within the class, FFT, HIGH 5, SIR KIT, Phonic, Write Words, ELS, ALS, SpLD.</p> <p>Regular monitoring of Dyslexia friendly classrooms.</p>	<p>Children are suitably challenged and tracking documents show progress/targets achieved.</p> <p>All Classrooms Dyslexia friendly.</p>	On-going

		<p>Inform parents of support and inform about provision map/individual support plan.</p> <p>Individual provision map or individual support plan set up.</p> <p>Review termly to check progress.</p>		
Creative Curriculum	To ensure learning is delivered in a meaningful, enjoyable way.	<p>Short term Staff meeting to look at long term plans and how they can be used to create Topic Webs to make learning 'joined up'.</p> <p>Medium term Staff to review medium and short term planning to help maintain continuity and progression and highlight cross curricula links.</p> <p>Review new approach to planning.</p> <p>Long term To revise all long term plans so cross curricula links are identified and ensure learning is more meaningful.</p>	<p>Less experienced staff shown how Topic Webs can be used to plan learning.</p> <p>Reduction in short term paperwork, planning format accessible daily, lessons evaluated to ensure continuity and progression.</p> <p>New set of long term plans. Staff confident in planning and delivering a curriculum for excellence and enjoyment.</p>	<p>On-going</p> <p>Termly</p>
Differentiation	<p>To increase all children's access to learning.</p> <p>To help staff feel confident in their new Year group settings.</p>	<p>Short term Staff to pair up to help set targets for the coming year using assessment information from previous term.</p> <p>Medium term Through a constant programme of</p>	<p>Staff have identified children who will require extra support or challenge to help them achieve targets set.</p>	<p>Autumn</p>

		monitoring, Subject co-ordinators can advise and support staff on how to differentiate for a particular area of the curriculum.	Subject co-ordinators alongside staff, identify targets to improve the quality of teaching and learning. When resources are limited, they make purchases to ensure use of wide range of resources to complement teaching strategies that will assist in addressing the needs of all the children.	On-going
New Staff	To ensure new members of staff settle in quickly.	<p style="text-align: center;">Short term</p> <p>Induction programme.</p> <p>Assigned mentor or key stage leader to support.</p> <p style="text-align: center;">Medium term</p> <p>Termly reviews.</p> <p>Social events.</p> <p style="text-align: center;">Long term</p> <p>Performance management.</p>	<p>New members of staff are aware of the school routines, systems and job responsibilities and have a designated person to turn to for support.</p> <p>New staff have the opportunity to feedback on the term and contribute ideas for School development. They have an opportunity through social events to meet and get to know staff more informally.</p> <p>Professional targets are established to guide and</p>	<p>Autumn – Summer terms</p> <p>End Autumn</p> <p>Autumn</p>

			support continued professional development.	
Parents	To ensure parents are fully informed regarding their child's education on a year to year and day to day basis.	<p style="text-align: center;">Short term</p> <p>New to year group meetings whereby staff inform parents of their expectations, plans etc. for the year.</p> <p>Welcome to year group letter, outlining Long Term Plan, timetable and important dates etc.</p> <p>Availability at the end of the School day to either talk or arrange meetings to discuss matters of concern with members of staff, including the Headteacher.</p> <p>Letters/meeting minutes and policies in dyslexia friendly colours. (Ind. requests)</p> <p>Parent support filling in applications etc.</p> <p>Referred to school family worker for further support.</p> <p style="text-align: center;">Medium term</p> <p>Regular letters from staff at the beginning of each term outlining new topics, resource needs, dates for the diary etc.</p>	Parents kept fully informed.	<p>Autumn</p> <p>Termly</p> <p>On-going</p>

		<p>Friday weekly bulletin outlining important information, forthcoming events and dates for parents.</p> <p>Monthly newsletter from Headteacher celebrating the month's events and special achievements.</p> <p>Formal parents meetings in Autumn and Spring.</p> <p>Child shows parent.</p> <p style="text-align: center;">Long term</p> <p>Annual report.</p> <p>Open evening.</p>		<p>Autumn Spring</p> <p>Summer</p>
Safety	To ensure pathways of travel around the School site and parking arrangements are safe and well signed.	<p style="text-align: center;">Short term/On-going</p> <p>Regular visits around the school building and outside the grounds at the beginning and end of each day by the Site Manager.</p> <p>All classrooms and interconnecting areas are labelled appropriately by staff to aid movement and locating areas.</p> <p style="text-align: center;">Medium term</p> <p>Termly safety checks by Site Manager and Headteacher.</p>	Safe and informative environment for children, staff and visitors.	On-going

ICT	To raise the ability and confidence of support staff in the use of ICT.	Short Term Subject Teacher to provide training and support for Teaching Assistants so they are more effective in the way they support ICT within the classroom environment.	TA's identified can confidently apply ICT skills and knowledge in their classroom setting.	On-going
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