



Hawley Primary School Accessibility Action Plan April 2022-2025

This action plan will be reported on annually at a full governing body meeting

| To continue to improve staff knowledge on how to support learning for children with different disabilities/learning needs, in particular, on the impact of ASD | | | | | |
|--|---|---|--|---|-------------------------------|
| Aim | Action | Lead | Success Criteria | Timescale | Budget |
| To plan a programme of training to ensure that staff will have more confidence in supporting the needs of SEND children support | The school will join the Autism Education Hub to access free training for all staff | AET hub training for all staff – “Making sense of ASD.” | Staff will understand how to support children with ASD and other additional needs enabling pupils to access the curriculum more easily and make improved progress. | Plan termly from Summer Term 2022 onwards | CPD budget |
| | Helen McNulty will deliver training on Inclusive classrooms for class teachers | Helen McNulty | | Summer term 2022 | |
| | The CLT will work with Reception staff – on embedding the use of visual timetables and now and next boards. | Neil Ashe | CTs will have greater understanding of the needs of individual children in their classrooms. | Summer Term 2022 | |
| | One CPD session per half term will focus on as aspect of supporting children with SEND | SENDSCO | | Every half term | Cover for transition meetings |
| | CT to focus on children with SEND in transition meetings at end of Summer term | SENDSCO | | End of Year transition meetings | |

| Aim | Action | Lead | Success Criteria | Timescale | Budget |
|---|---|--------------------------------------|---|-------------|---|
| To improve the deployment of LSAs to ensure the best support for children with SEND | Complete an audit of interventions offered, identifying gaps in coverage and in staff training Plan a programme of staff training in order to fill any gaps in gaps in support, possibly developing more specialist roles, eg ELSA/HTLA role | SENDSCO | Well-trained staff will lead the most effective interventions in order that better progress will be made. | Autumn 2022 | |
| To improve the use of technology in order to support student progress, engagement and participation | Expand the use of Clicker in school Attend LGFL training on using technology to support children with SEND | SENDSCO/Lucy SENDSCO/Sharlene | Staff will make greater use of Clicker and LGFL resources to support children with SEND | Autumn 2022 | Clicker has been bought for 3 yrs in last year's budget |

Improving the environment of the school to increase the extent to which disabled students can take advantage of all aspects of education and school life

| Aim | Action | Lead | Success Criteria | Timescale | Budget |
|--|---|----------------------|---|------------------|--------|
| To develop a calm sensory spaces primarily for children with ASD and for all those children who need this intervention | Support class teachers to set aside a small, calm area inside or directly outside the classroom where children can go for a sensory break | SENDSCO | Children will have access to a calm space when they need it | Spring term 2023 | |
| To continue to ensure that children with additional needs have full access to clubs and after school facilities | Following the reintroduction of clubs after covid, audit participation of children with SEND Encourage parents of children with SEND to access after school clubs and investigate extra support needed | SENDSCO/ Admin staff | More children with SEND will attend after school clubs and facilities | Autumn term | |

| Aim | Action | Lead | Success Criteria | Timescale | Budget |
|---|--|--------------------------------------|--|----------------|--------|
| To improve the lunchtime experience for children who need a calmer space or support with eating difficulties or interacting in the playground | <p>Set up smaller tables in the hall if children find larger tables overwhelming/need help to eat their lunch.</p> <p>Contact Mike Mortlake and reintroduce mini health champions to support younger children in the playground.</p> <p>Reintroduce the terrace and the KS1 library as quiet spaces where children at lunchtimes</p> | SENDCO and Lunchtime Lead Supervisor | Children will be able to choose calmer spaces at lunchtimes leading to happier lunchtime play. | September 2022 | |

Improving the delivery of information to disabled students and their families

| Aim | Action | Lead | Success Criteria | Timescale | Budget |
|---|--|------------|---|----------------|--------|
| To develop a Pupil Passport for children with SEND, which is shared with the child's parents. | <p>Develop a pupil passport for children with SEND</p> <p>Class teacher and pupil to complete the passport together</p> <p>Passport to be updated termly and shared with parents</p> | SENDCO | Teachers and parents will have more understanding of their children's needs and will be better able to support them. | September 2022 | |
| To reintroduce a support group for parents of children with ASD | <p>Work with the CLT teacher to organise a half termly coffee morning for parents of children with ASD</p> <p>Invite other professionals to these meetings e.g., SLT or OT</p> | SENDCO/CLT | Parents will have the opportunity to meet with other parents and healthcare professionals to share their concerns in a supportive environment | September 2022 | |
| Rebuild a time table of coffee mornings and learning sessions | Following Covid reintroduce a comprehensive timetable | SLT | Parents will have a clearer idea of school life and of how to support their children | September 2022 | |