

PORTREATH PRIMARY SCHOOL
ACCESSIBILITY PLAN



ACCESSIBILITY PLAN 2021-23				
Targets	Strategies	Outcome	Time Frame	Goals Achieved
SHORT TERM				
Review and provide best practice approach to supporting children with hearing and vision impairments and speech and language difficulties	Receive training on identifying language disorders and overcoming barriers by Dr Brooks Summer 2021	Staff will have a greater understanding of how to support children with vision impairments and Speech and language disorders effectively.	Spring term 2021	Dr Brooks training has taken place
	Work with Lauren Watkins from the vision support team for training Referrals to audiology and SALT where required. Use of phonological awareness resources in Early Years.	Children will have their individual needs met and be fully included in school life and learning.	Aut 2020 onwards	Lauren has been in to deliver training and also provide specific support. School has on loan a range of equipment to support relevant children Contact made with hearing support Y1 screening has taken place
Equality & Diversity scheme is in place and informs our work	Teachers plan inclusive lessons	Portreath is an inclusive school and fully aware of its statutory duties.	Ongoing	Leader and action plan in place
	Assemblies linked to diversity and equality Purchase books and resources to educate and promote children about equality and diversity Consider book choices for our 20 books and class readers to ensure these offer a range that reflects our diverse society and promotes girls in key roles. Be part of celebrations such as Odd Sock Day	Teaching methods, activities and visits are inclusive to all. Materials/resources are diverse & in-line with 'equality & diversity' duty to promote positive images and inclusivity.	Book Review Aut 2021 Policy review required Autumn term 2021 Annually	Book resources expanded Curriculum is fully inclusive

	<p>Use assemblies to help children understand a range of special education needs.</p> <p>New policy developed and understood by all staff</p>		<p>Spring 2021 onwards</p> <p>Sum 2021</p>	
<p>For the school environment to support and meet the emotional needs of all individuals</p>	<p>For all staff to receive training on supporting children's emotional needs (TIS)</p> <p>Ensure the relationship policy is followed as relationships are key to supporting children's emotional and mental health</p> <p>Bitesize mindfulness and yoga training</p> <p>Set up a calm space</p>	<p>Children are supported with their well-being so that they can fully access education</p>	<p>Spr 2021</p>	<p>For the school environment to support and meet the sensory and emotional needs of all individuals</p>
MEDIUM TERM				
<p>Review and provide best practice approach to supporting children with hearing impairments</p>	<p>Training has been received from Hearing Support Service previously and a refresher is planned for staff meeting next year.</p> <p>Referrals to audiology where required.</p> <p>Follow up on results from Y1 screening that take place</p>	<p>Children causing a concern will have hearing checked.</p> <p>Staff will have a greater understanding of how to support children with hearing impairments effectively.</p>	<p>Spr 2022</p>	<p>Sum 2021 screening took place</p>
<p>For the school environment to support and meet the sensory and emotional needs of all individuals</p>	<p>Make additions to the calm space so it also meets sensory needs</p> <p>Complete a sensory walk through the school</p> <p>Training by specialist around sensory needs</p>	<p>Children with sensory impairments are supported with strategies to able to access the learning appropriately.</p>	<p>Easter 2022</p>	
LONG TERM				

Provide a sensory trail for children to use within the school building	Research into sensory trails and access quotes.	Children have an indoor space in which they are able access sensory breaks. Costs TBC	Spring 2023	
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