




**St. Matthew's**  
Church of England Primary School

**Adopted: September 2021**  
**Review date: September 2022**

## ACCESSIBILITY ACTION PLAN

### Vision, Mission & Values

 <b>St. Matthew's CE Primary School</b>	
<b>Vision</b>	<b>Core Values</b> <b>The way we do things around here</b>
Outstanding in everything we do	<b>We aim high</b> - We are aspirational for our children, our school and ourselves
<b>Mission</b> <b>The St. Matthew's Way</b>	<b>We encourage</b> - We build people up, we recognise the value of the whole school family
High educational expectations within a caring Christian Community so our children have successful futures.	<b>We have faith</b> - We have the courage to take risks and try new things knowing that this is a safe place and we have faith that God has great plans for our school and the individuals in it  We do all this in a culture of respect

## St. Matthew's Church of England Primary School

### ACCESSIBILITY ACTION PLAN

Priority	What needs to be done?	Person/s responsible	Completion date	Resources	Success Criteria
<p>To enable all children with Special Educational Needs and Disability (SEND) across the school to access the curriculum and make good progress</p>	<ul style="list-style-type: none"> <li>• Early assessment for each child with SEND</li> <li>• Understanding individual learning styles</li> <li>• Personalised learning</li> <li>• Appropriate transition from previous school / setting / home</li> <li>• High &amp; consistent expectations and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• SENCO</li> <li>• SLT</li> </ul>	<p>Ongoing - as the children develop &amp; move through the school</p>	<p>Resources and organisation of activities adjusted for needs of the children e.g. PE / OT resources (sensory diets), seating, lunchtime facilities, school trips, involvement in after school and lunchtime clubs</p>	<p>All children enjoy their learning across curriculum areas and are fully involved in school life and make good progress</p>
<p>To develop independence for the children in mainstream classes and the Special Needs Support Centre (SNSC)</p>	<ul style="list-style-type: none"> <li>• TEACCH approach to learning to support different areas of learning e.g. visual timetable for changing for PE</li> <li>• Use Independent assessment in % to target children</li> </ul>	<ul style="list-style-type: none"> <li>• SNSC teacher</li> <li>• Class Teachers</li> <li>• SENCO</li> <li>• SLT</li> </ul>	<p>Ongoing- as the children develop &amp; move through the school</p>	<p>SNSC teacher to support class teachers and TAs with setting up and implementing TEACCH</p> <p>SENCo to advise and support class teachers with Independent and in-school assessments, through involving outside agencies and observations</p> <p>Lap-tops with access to the Internet and photocopiers</p> <p>Independent assessment in %</p>	<p>All children with visual ability are able to use the visual timetable and TEACCH resources to support their learning and to develop their independence and confidence</p> <p>Children with impairments such as vision or hearing to be able to use specialist support materials eg RNIB, RNID / BDA</p> <p>Independent learning is progressing using the %</p>

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All staff will increase their awareness and the different ways of learning for children with SEND	<ul style="list-style-type: none"> <li>• Training</li> <li>• Peer support and observation</li> <li>• Monitoring of teaching and learning, planning, work scrutiny, pupil voice, pupil outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• SNSC teacher</li> <li>• Outreach staff from Linden Bridge &amp; Woodfield schools</li> <li>• Physical and Sensory Support Service</li> <li>• LLS</li> <li>• BSS</li> <li>• OT</li> <li>• EP</li> <li>• Speech and Language</li> </ul>	Ongoing- as the children develop & move through the school	Staff meetings/INSET led by SENCO, SNSC teacher , external colleagues	All staff will be more confident in their teaching and the way children with SEND learn and this is personalised on the planning, in books and through observations of teaching and learning.
Children who are in the SNSC and integrate into mainstream have consistently high quality learning experiences from all teaching and support staff	<ul style="list-style-type: none"> <li>• SNSC teacher will observe and monitor this integration of children and will report back to SLT.</li> <li>• Opportunities for mainstream teachers to observe good practice in SNSC</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• SNSC teacher</li> <li>• Class teachers</li> </ul>	Ongoing - as the children develop & move through the school	Visual support Resources that link from SNSC to mainstream classes.	Staff will be aware of the learning styles, strategies and support that the children from the SNSC require to help them learn effectively. This will also help teachers with effective provision for other mainstream children which specific needs.
Continue to extend trips / extra-curricular for SEND pupils, ensure links to social and life skill experiences & to develop friendships with mainstream pupils  To develop independent skills and learning for all SEND	<ul style="list-style-type: none"> <li>• All Yr 6 pupils (SNSC &amp; mainstream) to participate in residential trip to High Ashurst in Dorking</li> <li>• Preparation / pre-learning ahead of activities &amp; trips (social stories and visits to venue)</li> <li>• Teachers to plan practical learning</li> </ul>	SLT SNSC teacher Class teachers SENCO	Ongoing- as the children develop & move through the school	School minibus is accessible for wheelchairs	Children with SEND will become more confident in their own skills and experience new situations and ways to interact with others and build on their life skills.

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pupils	<ul style="list-style-type: none"> <li>activities</li> <li>• SNSC – Timetabled Life Skills learning, e.g. cooking activities</li> <li>• SNSC Weekly horse riding sessions</li> <li>• “Dare to Believe” sports event</li> </ul>				
To ensure all EHCP targets are being met through discrete timetabled activities (including OT, SALT etc)	<ul style="list-style-type: none"> <li>• Initial assessment from Class teacher/SENCo</li> <li>• Request for formal assessment to be arranged by SENCO after collection of evidence from class teacher &amp; advice/input from other agencies &amp; professionals</li> <li>• effective liaison &amp; follow up between class teachers, TAs, SENCo, other professionals</li> </ul>	SENCO Class Teachers PSSS BSS LLS SALT EP	Ongoing - as the children develop & move through the school	Class teacher/TA time to collect evidence  Standardised form for internal evidence of interventions, baseline, progress and achievement  Medical / therapy rooms available	All children who meet the criteria for an EHCP will have access to specialised equipment & resources where necessary e.g., device with access to the Internet, software, printers, Braille equipment
To use well-equipped rooms in the SNSC and other classes in the school to improve the teaching and learning of all children in our school.	<ul style="list-style-type: none"> <li>• Use of SNSC e.g., sensory / therapy rooms, cooking area to support children across whole school</li> <li>• Use SNSC for STARS afterschool club</li> <li>• Ensure other environments, outside learning, etc. are accessible to all.</li> </ul>	SNSC teacher SENCO Class Teachers	Ongoing	Support from Linden Bridge and other ASD schools regarding resources, space, teaching and learning.	Rooms are equipped & accessible and children are using them to promote learning.
Children can learn and have their needs met in school due to a range of resources provided.	<ul style="list-style-type: none"> <li>• Children have the correct resources available e.g. sloping desk, caring cutlery, laptops, dragon software etc.</li> </ul>	All staff	Ongoing	Resources that are recommended by OT, Physio, PSSS etc	All children have their needs met through a range of resources.

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To increase opportunities for real-life skills	<ul style="list-style-type: none"> <li>Identify opportunities in local area.</li> <li>Outside activities e.g. forest school, woodcraft, camping in school grounds</li> <li>Outside activities to include shopping, bus/train rides, café visits</li> </ul>	Class Teachers SENCO SNSC teacher OAA leader	Ongoing dependent on needs of children	Support Staff  Linden Bridge outreach for ideas	Children are able to use money/time in real-life situations. Able to communicate with adults (supervised) outside school, i.e., shops, cafes to achieve needs.
To improve liaison with parents of children with disabilities in order to benefit effective and consistent behaviour management at home and school	<ul style="list-style-type: none"> <li>Regular parent sessions, both in school, via e-mail or phone.</li> <li>Use of risk assessment, behaviour plan</li> <li>Providing parents with specialist resources e.g., visual timetables</li> </ul>	SENCO SNSC teacher Class Teachers	Ongoing dependent on needs of parents & pupils	Physical space in school TEACCH resources Behaviour management resources Home/school link books for daily contact for identified children Email / parents main communication	Positive liaison with parents, benefiting consistent provision for children
To ensure all parents can access the information that comes from school	<ul style="list-style-type: none"> <li>Teachers / office staff to be aware &amp; sensitive to needs of parents</li> <li>Information available in different formats e.g., hard copy, email, text, large print, verbal explanation / phone call etc</li> <li>Opportunities to meet face to face or via phone / text, with interpreter</li> </ul>	SENCO SLT Class Teachers Office staff Parents	Ongoing dependent on needs of parents	Information available in different formats e.g., hard copy, email, text, large print, verbal explanation / phone call, google translate etc	All parents informed Good relationships & communication between home and school