



ACCESSIBILITY PLAN

September 2024 - September 2027

AIM	To increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum		
ACTIONS	TIMESCALE	LEAD	SUCCESS CRITERIA
Use of standardised data from termly assessments in reading, spelling, writing and maths to monitor progress and identify children	Ongoing	GKO/CWA	Pupils will be maintaining or improving upon their progress
To employ data gathered from CAT scores to inform learning support and target needs.	Ongoing	GKO/CWA	Identify all pupils that might show discrepancy between performance and CATS
Teachers use the system created by Learning Support to communicate any concerns to the Learning Support department. Assessments carried out by the dept to further pinpoint children who need 1:1 intervention	Ongoing	GKO/SCH//AMC	Children able to progress at appropriate level - any gaps in knowledge are improved Learning needs identified early and given targeted intervention/referral to other SEN professional if appropriate
Work with Speech and Language Therapists and Occupational Therapists to provide intervention for children when required	Ongoing	GKO/SCH/AMC	Progress tracked via success with IEP targets/improvement accessing curriculum/in school assessments
	Ongoing	GKO/SCH/AMC	



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<p>Ensure all Teaching staff are confident to differentiate and use Quality First Teaching as standard.</p>	<p>Ongoing</p>	<p>GKO/SCH/AMC</p>	<p>High Quality Teaching as standard throughout the school</p>
<p>Continue to recommend external specialists such as SLT, OT and EPs when appropriate, initial listen-ins arranged.</p>	<p>Ongoing</p>	<p>GKO/SCH/AMC</p>	<p>High quality professionals available to early identify SpLDs</p>
<p>Equipment available to support core balance and attention difficulties e.g. wobble cushions, sensory 'fiddle' toys, etc.</p>	<p>Ongoing</p>	<p>GKO/SCH/AMC</p>	<p>Increased focus in class improving access to learning</p>
<p>Equipment available to support writing e.g. pen grips, laptops Dyspraxic children or those who find handwriting difficult to establish given recommendations to access to typing from Y4 or 5 Dyslexia- friendly exercise books for dyslexic children</p>	<p>Ongoing</p>	<p>GKO/SCH/AMC All TAs</p>	<p>Children with handwriting difficulties more able to reflect potential in writing exercises/faster pace of working Reading and writing more comfortable for dyslexic children.</p>
<p>TA Training to ensure all TA's are confident to support children using precision teaching.</p>	<p>Ongoing</p>	<p>ALL</p>	<p>Enables pupil to show potential and gain success/more readily access the curriculum</p>
<p>Movement breaks for children with attentional or sensory needs</p>	<p>Ongoing</p>	<p>GKO/SCH/AMC</p>	<p>Greater ability to stay on task</p>
<p>Examination allowance - assessments may be taken on a laptop if typing is the child's usual way of working. Prompts also provided where applicable. Rest breaks - in class and examination allowance for identified children, especially with ASD/ADHD</p>	<p>Ongoing</p>	<p>MRU/</p>	<p>Child's normal way of working is established and individual needs are met Concession monitored in class/ termly assessments with child able to produce more written work in time Improved ability to sustain focus thereby raising attainment</p>



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<p>Invite child into nursery setting before term starts so can meet teacher on 1:1</p> <p>EHCP - families supported through the process of gaining an EHCP by SENCOs and Head of Learning Support who also provide data and attend reviews.</p>	<p>Ongoing</p>	<p>GKO/SCH/AMC</p>	<p>Awareness of a child's needs. Child happier to start on first day of term with other children</p> <p>Children receive an EHCP where necessary and provision is updated to reflect EHCP targets.</p>
<p>Training of Teaching staff to support pupils with SEND in the classroom and how to differentiate effectively (including use of external trainers).</p> <p>TA Training to ensure all TA's are confident to support children using precision teaching.</p> <p>To continue improving ways in which information about SEND is shared amongst the teaching staff to enable more effective support for SEND children.</p> <p>Pupil progress meetings arranged with Learning support/specialist teachers to identify any pupils who may be failing to make progress and to introduce interventions SENCOs to summarise all external E.P. and SEN reports with recommendations - access given to all relevant staff and meetings arranged.</p> <p>Morning staff briefing - highlights any vulnerable children so all staff can support</p>	<p>Sept 25</p> <p>Sept 25</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>GKO/SCH/AMC/All Teaching staff</p> <p>GKO/SCH/AMC/All TA's</p> <p>All staff</p> <p>GKO/SCH/AMC</p> <p>All staff</p>	<p>Practical strategies given to help staff support child in the classroom</p> <p>TA's can support children to make progress</p> <p>Information more readily available to all staff</p> <p>Quick identification and support for children Staff have easy to read summary identifying learning needs and how to best support individual children</p>



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Counselling available from Life Coach on site.	Ongoing	JO	Children well supported and relevant information is shared
Trained Mental health First Aiders available on site for children and adults.	Ongoing	Form teachers	Children with Mental health or anxiety are supported in school with professional provision
OT and Speech and Language service contracted by school offer free screening for children raised as a concern so needs are quickly identified and supported. 1:1 support in school offered - if appropriate	Ongoing	PSH/BAC/JTY	Mental health support for adults and children to help in crises. Timely intervention for speech and communication needs on site
Social communication group established for identified children with ASD/social communication difficulties	Ongoing	GKO/SCH/AMC/AGA	Greater output and extension
Continue to use Zones of regulation as a whole school approach	Ongoing	All staff	Intermittent group to aid social skills
Weekly support group established for Form 6 children who are below expectations with literacy or maths	Spring 2	Year 6 Teachers/Learning Support staff	Children better understand unacceptable and acceptable behaviour and know how to self-regulate
Dyslexia-friendly classroom - overlays, coloured paper exercise books, displays in class Provision of specialist dyslexia teaching	Ongoing	GKO/AMC/SCH/all staff	Dyslexic learners are not disadvantaged by the classroom environment, have tools to help their learning.



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