

## Woodhall School Accessibility Plan 2021-2024

	TARGETS	STRATEGIES	OUTCOME	TIME	EVALUATION
<b>SHORT TERM</b>	To continue to raise awareness of potential barriers to learning for disabled pupils	<p>Staff meetings to discuss and identify potential barriers to learning</p> <p>Regular site inspection to identify an specific barriers to access in the physical environment</p> <p>Appropriate risk assessments in place (school and individual) to take account of any issues regarding accessibility</p>	All staff are able to identify possible barriers to learning, discuss solutions and implement support	<p>Staff meetings</p> <p>Termly site inspections</p> <p>School risk assessments reviewed at least annually</p> <p>Individual risk assessments in place as required</p>	<p>Areas of need training completed by all staff Autumn '21.</p> <p>EYFS area inspected by OT Sept '21. Area reinspected by OT Sept'22.</p>
	To continue to ensure that training is provided for staff when they are working with a child with specific disabilities	<p>Staff meetings to develop understanding of the needs of pupils with different needs and those with disabilities</p>	All staff have an increased understanding and are confident in effectively managing the needs of children in the	<p>Staff meetings</p> <p>In-house SEND training</p>	<p>SEND training from Colnbrook completed by all staff Feb '22</p>

		<p>Staff to undertake specific training that is required for particular pupils e.g. Moving and Handling</p> <p>Support and training through outside agencies e.g. Educational Psychologist, Occupational Therapist, Specialist Advisory Teachers etc.</p>	<p>classroom and across the school</p> <p>Advice from professionals implemented to successfully support inclusion of specific pupils</p>	<p>Staff to be booked on to training as soon as possible when a child starts or needs arise</p> <p>Regular training from external agencies for whole staff or those working with particular children</p> <p>Outside agency advice shared by SENCo with relevant staff members as soon as possible</p>	<p>Working Memory training with Ed Psych June '22</p> <p>Outside agency visits for specific children ongoing.</p> <p>Moving and Handling training completed by two staff members Oct '21, one member of staff Sept '22 and one due Nov '22.</p>
<b>MEDIUM TERM</b>	<p>To continue to meet the social and emotional needs of children and their families</p> <p>To continue to adapt the curriculum to remove barriers to learning</p>	<p>Support for identified children through ROWAN provision</p> <p>All staff to receive training on the principles of Nurture and attachment theory</p> <p>Support needs identified</p> <p>Seek advice from outside agencies to</p>	<p>Personalised support in place for each pupil</p> <p>All staff have increased knowledge and confidence in meeting the children's social and emotional needs</p> <p>Needs are correctly identified at the earliest point</p>	<p>Ongoing support in place</p> <p>Nurture trained Assistant Head to provide training to all staff</p> <p>Regular discussions with SENCo ongoing</p> <p>Seek advice from professionals as</p>	<p>Teaching staff trained Spring Term '22- Attachment, Consent. Support Staff Summer Term '22</p> <p>Ongoing through Pupil Progress Meetings</p>

		<p>enable staff to plan appropriately for children with additional needs and disabilities</p> <p>SLT to monitor through school monitoring and evaluation processes</p> <p>Pupil and parent voice collected through termly IEP reviews</p>	<p>Staff feel well supported in being able to support the needs of children with additional needs and disabilities</p> <p>SLT to provide regular feedback to staff to develop practice</p> <p>Pupils and parents feel valued and their views are taken into account to develop future policies and practice</p>	<p>required and through regular pupil reviews</p> <p>Cycle of monitoring and evaluation in place</p> <p>Views collected termly</p>	<p>Termly planning meetings in place with outside professionals e.g. Educational Psychologist</p> <p>Ongoing termly IEP reviews</p>
<b>LONG TERM</b>	To continue to ensure that school is meeting statutory requirements with regards to meeting the needs of children with additional needs and disabilities	Head teacher, SLT and Governing Body have a secure knowledge of current legislation	<p>Staff training on statutory requirements</p> <p>Governor training</p>	The school is able to meet the needs of children with additional needs and disabilities	

