

Chalfont St Peter Church of England Academy Accessibility Plan

Priority	Lead staff	Strategy/Action	Resources	Time	Success Criteria
Availability of written material in alternative formats when appropriate.	SENDCo	Applications made for amendments to test materials when appropriate. Worksheets and text enlarged when appropriate. Coloured paper used when appropriate.	Photocopying materials Coloured paper	In place & ongoing	Information to pupils / parents as appropriate. Written information available in alternative formats.
Training for teachers on differentiating the curriculum and effective communication with parents	SENCo SLT Subject Leaders	Teaching an on-going feature in staff INSET. Differentiation is a Focus of work scrutiny and observations. Review meetings with parents of SEN pupils are held termly.	INSET Non-contact time	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled/SEND Children pupils	SENDCo	Focus on supporting Emotional Wellbeing. Ongoing support from SENDCo and liaison with specialist teachers.	INSET	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	Laptops/Chromebooks for pupils with specific recording difficulty. Specific training in keyboard skills through Touch type Programme. Laptops/Sloping boards for pupils with handwriting problems or physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Disco sit cushions and weighted lap pads for children with proprioceptive difficulties.	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met

		Bouncyband chair feet to support concentration.			
Improve the quality of provision for children with specific special needs.	SENDCo	Provide a tranquil space (Nurture room) where children who suffer from over stimulation can receive supervision appropriate to their needs. To provide Nurture groups/ELSA for children who need support to manage emotional and social needs. To provide Play Therapy to support children's emotional needs. Train new staff to fulfil these roles in school	Staff training	In place and on going	The school experience is enhanced for children with specific special needs.
Gather information on children prior to them joining the school to ensure that the needs of the child with a disability are met on admission.	SENDCo SLT	School staff visit Infant schools in the summer before transfer to meet the children and liaise with teaching staff/LSAs who know the children best. Liaison with parents Additional transfer days are put in place to offer support when necessary.	Non contact time	Spring/ Summer term annually	Children feel fully supported from the beginning of their time at CSPA.
Identify parents with disabilities so that we can support their needs	SLT	Liaison with Infant schools to ensure we are aware of any parents with disabilities, physical, medical and academic needs. Support parents with completion of paperwork where necessary and adaptations to school visits if required.	Admissions forms Non contact time	In place and on going	The strong relationship with our parents enables us to support our disabled parents and ensure that we are assisting them when appropriate.