

## Canterbury Road Primary School

### Accessibility Plan – September 2019-July 2020

|                    | <b>Targets</b>   | <b>Strategies</b>  | <b>Outcomes</b>   | <b>Time-frame</b> | <b>Goals</b>   | <b>Person Responsible</b>                                   |
|--------------------|--|--|---|-------------------|--|---|
| <b>Short Term</b>  | To promote conversational speaking during lunchtimes.  | Set up a rota for Class teachers to have lunch with a small group of children from their class.  | Teachers will have lunch with a small group of children from their class once a term to model conversational language.  | Term 2            | The children's conversational language will develop. Children will have a clearer understanding of how to interact during meal times.                | SENCo<br>Class teachers                                     |
| <b>Medium Term</b> | To ensure all staff are using consistent methods to help children with ASD to be fully inclusive.  | Comprehensive training to take place for teachers and TAs and main points disseminated to the MMS.   | Staff will use resources and strategies consistently when supporting children with ASD. All staff have an agreed shared knowledge and access to the same resources and strategies to support ASD. | Term 4            | There will be noticeable resources being used in the classroom. There will be more coverage on the autism standards from the Autism Education trust. | SENCo<br>Class teachers<br>Teaching Assistants.             |
| <b>Medium Term</b> | To develop a clear understanding of what good speaking and listening looks and sounds like through the Talk Partners intervention programme. | Re-visit training from June '19 and identify children to take part. Set up file to monitor progression and impact of the intervention. Work in conjunction with SALT TA. | Children will develop interactive listening skills. Children will achieve observable progress in speaking and listening with some impact on their writing skills.                                 | Term 1            | The language skills of the children in the intervention will have developed noticeably, and the impact will be seen in their writing.                | SENCo<br>SALT TA  |
| <b>Long Term</b>   | To raise the standard of Talk across the school.   | Monitor development of teaching strategies and use of language throughout the school. Set up a lunch rota with   | An impact has been made on children and staff use of dialogue and vocabulary. To raise the status and awareness of 'talk' throughout the whole school.  | Termly            | Children's vocabulary, willingness to converse and conversational skills improve. Improvement reflected in progress and                              | SENCo<br>Class teachers<br>Teaching assistants.<br>EYFS/KS1 |

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|                  |  | the class teacher.<br>Continue to train Communication Leaders to use on the playground.<br>See Language Development plan for termly goals. |  |          | attainment.<br>3 children per year group are monitored through dialogue and writing skills. (see separate development plan) using baseline assessment tool. | manager.  |
| <b>Long Term</b> | The Boxall Profile will be used to monitor targeted children's wellbeing 3 times a year. | Subscribed to the online Boxall Profile.<br>STLS to carry out staff training on the outcomes.  | Teachers will be able to assess children using the Boxall Profile and deliver personalised strategies to improve wellbeing, based on 'Beyond the Boxall' | Term 5/6 | Vulnerable children will be monitored up to 3 times a year to track their wellbeing.  | SENCo<br>Class teachers<br>Teaching Assistants. |