

## St Botolph's C of E Accessibility Plan 2016-17

### Physical Environment

A1 The Disability Awareness Committee to walk round the school termly alongside the Health and Safety Committee looking at the physical accessibility for children with physical and sensory disabilities and monitoring improvements.

We will know we have succeeded when by:

July 2017

- The committee has walked around the school and identified physical difficulties with accessibility.
- These difficulties have been prioritised and presented to the Governing Body at the next Full Governors Meeting.
- Completion of works to be monitored at ongoing termly walks.

### Cursive Writing

B1 To ensure that the use of cursive writing on whiteboards does not reduce the ability of any child to read what is written there with the same speed and understanding.

We will know we have succeeded when by:

July 2017

- LSS has been consulted on the use of cursive writing as the teaching script in the classroom.
- Teachers have talked with children in their class with known difficulties and assessed their reading of the cursive script looking at decoding, speed of reading and understanding.
- Keystage 2 teachers have talked to their class, asking any child who is finding it more difficult to read, to let them know.
- Keystage 1 teachers have monitored their children closely to see if any child is struggling.
- Pre-cursive writing will be used on the class whiteboards within any class where there is a child who has difficulties.
- Any child who has difficulties has been given individual support to develop their decoding, speed and understanding of cursive writing.
- Once the child is confident, cursive writing has been introduced onto the whiteboards in that class. The child has been continued to be monitored.

## **Whole School Assemblies**

C1 The Disability Awareness Committee to work with RE Coordinator to ensure Assemblies and other whole school activities are accessible to and hold children with Social and Communication Difficulties and ADHD.

We will know we have succeeded when by:

July 2017

- The ECLIPS team has given training on strategies to engage children with Social and Communication difficulties and ADHD in a whole school environment.
- Through discussion with staff, strategies and ideas have been put into place to make assemblies inclusive to all children with less individual support for children with Social and Communication Difficulties and ADHD.
- Adjustments that have been made have been feedback to the Governing Body.