

Frome Valley First School Accessibility Plan (2022-2025): Annual Review

FROME VALLEY Accessibility Plan – Sept 2022 to August 2025: Improving the Curriculum Access.

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Review (July 2023)
To support the mental health and wellbeing of pupils within the school.	<p>Training a new ELSA for emotional support of individual children. Use of Hamish & Milo Resources to further support Trauma Informed Schools (TIS) approaches for individuals and groups of pupils.</p> <p style="color: green; font-weight: bold;">RAG: GREEN</p>	Children are supported in their mental health and wellbeing to help them accessing the school curriculum	<p>ELSA training (2022-2023)</p> <p>Hamish & Milo Resources from Sept '22</p>	<p>Our ELSA was trained in Autumn 2022 and started working with pupils in Spring 2023. She also attends termly supervision to support her work. One TA is now trained in leading the Hamish and Milo intervention. This is a group intervention that lasts for 2 weeks with an initial and end assessment. Two groups have worked with the TA this academic year. Both interventions have supported pupils in discussing their feelings and helping them with their self-regulation which, in turn, helps them to access the school curriculum.</p>
To develop teaching and learning practices to support children with dyslexia or dyslexic tendencies.	<p>Raised awareness by staff of dyslexia and dyslexic tendencies by training of staff (including teaching assistants). Creation of multisensory boxes in each class to support the teaching and learning of literacy skills. Classroom whiteboards are uncluttered. Use of modified resources in classes. To develop strategies for a dyslexia friendly classroom.</p> <p style="color: green; font-weight: bold;">RAG: GREEN</p>	Staff are more aware of children demonstrating dyslexic tendencies (before diagnosis). Multisensory approaches for the teaching of reading and spelling.	Multisensory boxes in place for 2022-2023	<p>All classes have a multisensory box in their classroom and staff (teachers and Tas) have been trained to increase their awareness and understanding of dyslexia. We also purchased two books from the British Dyslexia Association to support our work: <i>Dyslexia Friendly Schools Good Practice Guide</i> and <i>Dyslexia in Education: A guide for Teachers and Teaching Assistants</i>. We have begun to develop strategies for a dyslexia friendly classroom and teachers with children with identified dyslexia have made many changes to teaching strategies and learning support. We now want to extend this to children with dyslexia tendencies, learning from the practice of others.</p>
To use precision teaching for targeted small step progress.	<p>Training of all teachers in precision teaching. Training of all TAs in precision teaching. LA training. Termly review of precision teaching.</p> <p style="color: green; font-weight: bold;">RAG: GREEN</p>	Children are supported to make small step progress.	Training of TAs in 2022-2023 Termly Staff Meetings	<p>All teachers and Tas have been trained in precision teaching (following LA training of two members of staff). Precision teaching has particularly worked with pupils that have difficulties retaining knowledge (particularly children with high SEN needs). Children have also responded very well to precision teaching and like improving their scores. Although we are not explicitly reviewing precision teaching termly, we are discussing the benefits of it for individual children during SEN reviews and tracking and monitoring meetings.</p>

FROME VALLEY Accessibility Plan – Sept 2022 to August 2025: Improving the Physical Access

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Current Good Practice				
<ul style="list-style-type: none">• The school is all on one level and there are disabled toilets.• Disabled toilets are fitted with a flashing red strobe light in case of an alarm.• There are spaces outside the classroom for calm areas if a child requires a calmer environment at times.• The school has a sensory room.				
TARGET	STRATEGY	OUTCOME	TIMEFRAME	Review (July 2025)
<i>No current issues identified</i>				

FROME VALLEY Accessibility Plan – Sept 2022 to August 2025: Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	Review (July 2025)
To improve access to written information for children with dyslexia.	<p>Modification of amount of writing in printed material. Clear and legible format of written information. 3 x box worksheets. Reduce amount of writing required. Use of buff paper.</p> <p>RAG: GREEN</p>	Children with dyslexia or dyslexia tendencies are able to access written information.	Teacher/TA training (Autumn 2022) Implementation (Spring 2023) Review (Summer 2023)	With classes where there are children with diagnosed dyslexia, this work has been embedded well. It has been very clear, when speaking to the children, that they have improved in their attitude to learning which, for some pupils, was as important as an improvement in their ability to access the written work. We have focused, in particular, on pupils in KS2 where the requirement to access the written word increases tremendously. We now need to continue to embed these practices in classes where children have been identified with dyslexic tendencies.
To support parents accessing information and the accessibility of this information.	<p>Review of written information given to parents. To invite parents that struggle accessing information as a focus group to work with. To improve the accessibility of written information.</p> <p>RAG: RED</p>	Parents can access written information and reasonable adjustments are made by the school to support this.	Review of written information (Summer 2023) Focus group (Autumn 2024)	We have not begun work on this area. This will be a focus for 2023-2024 or 2024-2025.
To develop the use of assisted technology	<p>Review of assisted technology needs for the pupils in the school. Review of assisted technology that is available for pupils (text to speech in particular) Individual tablets for children with specific needs.</p> <p>RAG: RED</p>	Technology used by all staff to support children in accessing written information.	2 x reviews (2022/2023) Training for staff (2022/2023) Implementation (2023/2024)	We have not begun work on this area. This will be a focus for 2023-2024.