



# Ashfield Junior School

Inspiring our children to dream big, be extraordinary and to change the world

## Ashfield Junior School Accessibility Plan 2023 – 2026

Date agreed: March 2023

Date of next review: March 2026

<b><u>Staff Responsible for Review</u></b>	<b><u>Date of review</u></b>
Senior Management Team	March 2023
<b><u>Governors Responsible for Review</u></b>	<b><u>Date discussed with staff</u></b>
Emma Desmond	<u>October 2024</u>
<b><u>Date of Adoption in Governor Minutes</u></b>	<b><u>Date of Next Meeting</u></b>
March 2023	September 2024

<b><u>Record of Review and Amendments</u></b>	
<b><u>Date</u></b>	<b><u>Brief Details of Changes</u></b>
01.09.2024	- Governor responsible changed to: Emma Desmond - comments/progress added (July 2024)

## **Vision Statement**

### **Legal Background**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ashfield Junior School, the Plan will form part of the Welfare Committee’s role and will include the School Development Plan and Asset Management Pan. It is monitored by the Headteacher and evaluated by the relevant Governors’ committees. The current plans will be appended to this document. Our Accessibility Plan also complies with the Special Educational Needs and Disabilities Regulations 2014 to provide guidance about making the Ashfield curriculum accessible for children with SEND.

### **Definition of Disability**

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Aims**

i) The intention of this Accessibility is to provide a projected plan for a three year period ahead of the next review date.

ii) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

iii) We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

iv) This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010);
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

v) The Plan relates to the key aspects of physical environment, curriculum and written information.

vi) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

vii) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Equality Scheme
- Health & Safety Audit
- School Development Plan
- SEND Policy

viii) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

ix) The Accessibility Plan will be published on the school website.

x) The Accessibility Plan will be monitored through the Governor Curriculum and Welfare Committee.

xi) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

xii) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we ask parents and carers to update their child's records at least every year or when changes occur. At the beginning of each academic year (or for a new starter to the school for a child with SEND), we create a pupil passport which provides information about children with SEND, identifying the strengths and areas that that need support with.

### **Physical Environment**

Ashfield can be a difficult site to navigate as it is an old Victorian building with a lot of steps. To improve the physical environment, nearby some of the steps, there is a ramp that makes the accessibility of the school easier. Where there is no ramp available, we have provided handrails so that the school can become more accessible. The Year 6 corridor and the school hall have large modern door that can be opened up to allow access for a wheelchair user.

Where a child has needed support due to a disability, the school make every arrangement possible to ensure that they have access across the school site. In some cases, a risk assessment may be carried out and shared with the child and their parents where they can also have an input in finalising. The child with a disability may also have support from an adult so that they can access the school site safely, especially when using stairs and outdoor steps.

Where a parent (with child), visitor or staff needs access to the school via the carpark, arrangements can be made so that a parking space can be reserved as close as possible to the building entrance to improve accessibility.

### **Curriculum**

Following the National Curriculum, teachers set high expectations for every pupil and plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers are responsive in identifying pupils' needs and overcoming potential barriers. We adhere to the SEND Code of Practice 0-25 (2015) with a focus on delivering High Quality Teaching in lessons. Pupil and parent voice has been used to support our practice. Changes are made to some areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum may present particular challenges, for example: P.E. for pupils with a physical impairment. However, adjustments are made to the equipment, resources, topic vocabulary, support given, work required and physical environment to ensure that children can have access. To support children with a disability in P.E., further advice and guidance may be sought from outside professionals including occupational health or medical consultants familiar with the child. Furthermore, staff may also seek guidance from the 'Safe Practice: in Physical Education, School Sport and Physical Activity book which provides ways to make sport more inclusive for children with disabilities.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. When necessary other formats of communication can be sourced e.g. Braille, large print, Widgeit, languages other than English (translators or Google Translate as necessary).

### **Access Audit**

The school is on five levels with a number of stairs within the school to access different parts of the school. The Year 6 classrooms and corridor can be accessed from the bottom gate to avoid any steps and stairs. The Year 3 building has 6 steps outside the entrance of the classroom building but a handrail has been provided to support entry. The Year 4 and Year 5 classrooms can be accessed from within the school which will include climbing stairs to gain access. There are steps outside leading from the Year 6 and Year 5 classrooms onto the playground with a handrail either side to support access. The Year 4 can be accessed without the need for climbing stairs – children can access the classroom from the playground and use the ramp rather than the outside steps. The hall is on a different level from all classrooms and each class will have to use outdoor steps or staircase to access the hall. However, to support access, there is ramp just before the hall from the playground. On all our staircases and steps, there is a handrail.

At present, our on-site car parking for staff and visitor does not include a dedicated disabled parking bay. There are steps to access the main school office with a handrail provided to gain access. At present, there is no disabled toilet facility within the school. The school has internal emergency signage; escape routes and fire exits are clearly marked.

### **Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority, parents/carers and pupils.



## Ashfield Junior School Accessibility Plan (March 2023 – March 2026)

### 1. How we plan to increase the extent to which disabled children and young people can participate in our school curriculum

Aim: To increase the extent to which disabled pupils can participate in the school curriculum.

Aim: To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/issue	Person responsible	Strategy/Action	Resources	Timescale	Success Criteria	Comments and progress
SEND and Medical register and information on children with additional needs to be updated	SENDCo (Miss Arthur)	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer in teachers' class (green/yellow) folders. Meet with parents of children whose care plans/documentation needs updating. Discussion with children where appropriate	SEND register and paperwork for individuals. Care plans	Annually in September	SEND and medical needs updated. Staff will have a good understanding of SEND and medical needs in the school Teachers and TAs aware of the needs of the children in their class	July 2024 – ongoing and updated for new academic year (23/24) Sept 2024 – ongoing and updated for new academic year (23/24)/ Copy of allergies/care plans and photos of chn in the staff room (visible for all staff)
All children have access to a broad and balanced curriculum	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	New Ashfield curriculum enables all children access the curriculum. Lessons to be differentiated, new planning format that will identify differentiation or personalised planning. Planning scrutiny, pupil voice and book feedback Children have the necessary support to access the curriculum (e.g. adult) Extra time to complete lessons (or school and statutory assessments within the provided guidance)	Staff meetings. Monitoring activities	March 2023 completed curriculum.  Monitoring each term	All children will have access to the Ashfield curriculum. Lessons will be differentiated or personalised so that all children can access all subjects where necessary	July 2024 – ongoing. Curriculum is broad and balanced and is being embedded. Staff meetings, INSET with curriculum training. Support from HfL consultants and School Effectiveness Advisor on curriculum development including working with staff, leading INSET training, staff meetings and supporting staff with monitoring & evaluation activities. July 2024 – last academic year, a stronger monitoring & evaluation schedule was in place for all leaders to monitor the curriculum to achieve this target
School visits are accessible for all children	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	Contact the residential or museum. Risk assessment of site, and pre-rec the site. Action plan in place, contact insurance company. Determine what the child can and cannot do (seek medical advice where necessary).	Meetings, Residential visit/museum	Annual in March for Yr 6 school residential  As and when needed	All children will take part in offsite school visits and residential	July 2024 – in the last academic year, liaison with off school sites to arrange visits for children with SEND (also reflected on risk assessments and individual child risk assessments). SENCo contacts some parents of children with SEND prior to school visit. Meetings with parents in year 6 prior to off-school residential.

		Meetings and discussions with parents, carers and pupils		before school trip		
Staff provide alternative ways of giving access to experience or understanding disabled children in exercise or P.E.	SENDCo (Miss Arthur) P.E. leader (Mr Hardy)	Staff training where necessary to support children Medical advice (paediatrician or occupational health) advice sought and acted upon Safer Practice in PE, schools and physical activity book used to support disabled pupils in PE. Use of expert sports coach to differentiate and provide opportunities for participation. Discussion with pupils	Staff meetings, Staff training Cost of supply,	Ongoing	All disabled children are able to take part in exercise and P.E.	Sept 2024 – in last academic year, adaptations were made to ensure all children engaged in PE lessons. Expert sports coaches (ELMS) to deliver, staff aware of medical/disability needs in class.
Staff identify barriers to children’s learning and participation	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	New provision map identifying barriers to learning Staff SEND training Pupil progress meetings to discuss children and barriers to learning Regular TA briefings Regular formal discussions between Teachers and TAs. Discussion with pupils about their learning	PPM Staff meeting, Staff training, PPA	April 2023 (New provision map) ½ termly PPM for SEND pupils Termly PPM for non-SEND pupils Weekly discussions (TAs/ Teachers)	All staff understand the barriers to learning for the children in their class. All staff are using the new provision map to support all children	July 2024 – in last academic year, class provision maps were a lot more embedded in practice. Targeted staff meetings and Inset training with teaching/learning and SEND. Termly PPM in place and regular communication with Teacher and TAs.
Lessons are responsive to the diversity of children in our curriculum and resources	SENDCo (Miss Arthur) English Leader (Charmaine Davison)	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice. Discussion with pupils about diversity and the curriculum	Books Assemblies Visitors to the school	Autumn 2023 and ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.	July 2024 – range of visitors to the school from different backgrounds / needs in assembly or teaching children about different people from different backgrounds (esp in Spring 2024). Curriculum celebrating diversity in different subjects inc. English, PD, RE, Geography, Music and Art.
Ensure that the medical needs of <i>all</i> pupils are met fully within the capability of the school	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	To conduct parent interviews. To liaise with external agencies. Make relevant referrals to external agencies. To identify staff training needs	SLT time (Summer terms) Staff time and meetings TA training	Annually in September	All advice acted upon. All pupils needs are met and they are able to access the curriculum	July 2024 – secure systems in place
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo (Miss Arthur)	iPad available to support children with difficulties. Sloping boards for children with physical disabilities	Audit of resources Cost of resources Staff training	On-going	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning	July 2024 – SENCo supports all staff with making necessary adaptations for children, taking on relevant advice and guidance from external professionals. All adaptations are noted on the class provision map.

		<p>Coloured overlays or coloured paper for children with visual difficulties or dyslexia.</p> <p>Ear defenders</p> <p>Use of wobble cushions, weighted blankets.</p> <p>Pencil grips, fidget toys, chew toys etc</p> <p>Monitor and observe use of equipment E.g. visual timetable, writing with symbols, wobble cushions and use of Widget,</p> <p>Discussion with pupils and parents/carers about accessibility</p>				
Appropriate use of intervention and their success and impact on children's progress	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	<p>Track and evaluate the impact of interventions.</p> <p>Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions.</p> <p>Improve sensory interventions.</p> <p>Improved SEND provision map.</p> <p>Discussion with pupils about their learning and progress.</p>	<p>Training on new interventions through external professionals.</p> <p>Resources required to deliver interventions</p>	<p>Ongoing</p> <p>Formal evaluation each term</p>	<p>Evidence that children are making progress and that the interventions are having an impact on learning</p>	<p>July 2024 – ongoing. Interventions and impact are noted on class provision map, also identified at termly PPM. Effective use of support staff and training as necessary (e.g. from outside professionals)</p>
Effective communication with local infant feeder school to ensure a smooth transition for Year 3 children	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	<p>To identify pupils who may need additional to or different provision for the September and mid-year intake.</p> <p>SENDCo to build relations with other local SENDCOs.</p>	<p>Teacher/SENDCo time</p>	<p>Annually from April to September</p>	<p>Transition for children at infant school is smooth and adequate and appropriate resources and provision</p>	<p>July 2024 – completed between SENDCOs in Jun 2024. Extra transition days for chn to visit Ashfield.</p>
Effective communication with parents to support the progress for children with SEND	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	<p>Meetings in the autumn term with teachers/SENDCo and parents/carers.</p> <p>Termly meetings where necessary.</p> <p>Termly meetings with review of support plans with teacher/SENDCo and parents or carers</p> <p>Annual review meeting for children with SEND.</p> <p>Discussion with pupils (where appropriate)</p>	<p>Up to date support plans and EHCPs</p> <p>Rooms for meeting</p> <p>Diary dates</p>	<p>Termly updates</p>	<p>Increased engagement of parents to the benefit of supporting the progress of their child in school</p>	<p>July 2024 – ongoing. All actions in place and embedded in practice and monitored by SENDCO</p>
Training for staff on increasing access to the	SLT (Mr Dourado, Miss Flint)	<p>Audit staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and</p>	<p>Staff meetings</p> <p>TA training</p> <p>SENDCo/Teachers time</p>	<p>October 23 for audit gaps</p>	<p>Staff confidence in adapting the curriculum is improving.</p>	<p>July 2024 – audit of staff skills/knowledge completed in Autumn 23. Staff training across curriculum delivered including SEND training for all staff.</p>



curriculum for all learners and removing potential barriers	SENDCo (Miss Arthur)	language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers	External agency training	Termly SEND staff meeting	Children's participation in the curriculum is more broad, balanced and effective	
Use appropriate assessment tools and activities for children working below the Expected Standard	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	Ensure staff are familiar with the pre-key stage assessment or internal assessment systems Use other professionals' advice for adaptations of the curriculum. SENDCo to attend SEND Hub and see what other local schools (including special schools) are doing to support pupils working pre-key stage.	Staff meetings TA training SENDCo/Teachers time External agency training	March 2023, then Termly assessments	Children working pre-key stage will have consistent approaches for assessment and will access all subjects in a tailored or personalised way	July 2024 – staff more aware of adaptive teaching for chn working below the EXS and personalised planning for children as necessary. Big improvement on children with SEND accessing the curriculum.

## 2. How we plan to improve the physical environment of our school for disabled children and young people

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria	Comments and progress
Ensure that children with disabilities can access all areas of the school site	SLT (Mr Dourado, Miss Flint) SENDCo (Miss Arthur)	Individual risk assessment for child Regular meetings with parent Ensure all staff are informed of the child's plan and risk assessment Designated adult to support the child Agreed plan put into place to support child's needs Discuss risk assessment/action plan with parents of child with SEND.	Meeting time TA briefings SENDCo/Teacher SLT meetings	Ongoing	Child can access all areas of the school (with support)	July 2024 – site is whole school (for their own accessible for all children. One child needed support from staff to access the safeguarding – adaptations were made)
Tactile signage used to assist people/children in the school building	SLT (Mr Dourado, SENDCo (Miss Arthur)	Use large font signs (e.g. for emergency fire exits etc). Use Widgit and dual coding picture/words across the school	Widgit, Laminating, admin time	December 2023	Widget (dual-coding) picture and prompts will be around the school. This will support children who require visual prompts access all areas of the school	July 2024 – all advise from VI adviser acted upon by SENCO and staff in Year 6. Visuals/signage also benefited a couple of children with SEND to access different parts of the school with the support of a teacher assistant.
Anticipatory measures to support children moving around the school	SLT (Mr Dourado, SENDCo (Miss Arthur, Bob Smith)	Disabled children sitting near the fire-exit or doors for quick or emergency exit Adult support as necessary for accessing or moving around the school	Planning time for classroom layout  Cleaning time	Ongoing	Children are able to access the school easier with the measures in place (e.g. quick emergency exit, adult support, use of handrail)	July 2024 – advice taken from outside professionals as necessary for specific chn. Safe space identified. Risk assessments in place for each class identifying possible hazards and mitigation. Risk assessment in place and measures put in place for chn with broken limbs e.g. fractures, and how they can move around the school safely

	(Site manager)	School is kept clean and tidy and avoid of any mess or hazards Fire exits are kept clear in each class and communal areas Steps and stairs have handrails to support access Risk assessment Alternative 'safe space' for disabled child to meet outside the school in case of an emergency as necessary				
Furniture and equipment is carefully selected and located appropriately to support children with SEND	SENDCo (Miss Arthur)	Work with outside professionals to identify specific equipment/furniture to support learners	Cost, Professional meetings	Ongoing	School purchases appropriate furniture and equipment to support children as necessary.	July 2024 – school purchased specific equipment to support a few children in the school with SEND/disability.
Ensure that children feel safe and involved at playtimes	SLT (Mr Dourado, Miss Flint)  School Council	Play leaders/sports leaders to encourage children to join in games. Hush Club invite for vulnerable children Nurture group intervention  Use of bottom playground (safe space) or buddy bench/area	SLT meetings discuss vulnerable children. Staff/TA training (playtime)	March 23 – ongoing  March 23   Autumn 2023	Children feel safe in school and can participate in a number of activities (inc breaktime)	July 2024 – more playtime opportunities for chn to involve in. Need this area to develop in the next academic year (more staff available so more opportunities to offer all chn)
Maintain children's safety around the school – provide safe access round the interior and exterior of the school	Site manager (Bob Smith) Mr Dourado Jo Whalley (office)  School Council	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking and with the School Travel Plan	Premises walks H&S termly walk (Gov, TA and Site manager time) H&S annual walk (Gov, TA and Site manager time) H&S audit (Gov, TA and Site manager time) Office assistant time (School Travel Plan)	Ongoing  Termly H&S walk (annually in Dec and March)  Annual H&S walk (July)	All visitors, staff and children have safe access throughout the school. No accidents on School Lane	July 2024 – termly fire drill. Risk assessment of school. Embedded H&S systems in place. Embedding systems on road safety outside of School Lane and working with local councillors and school community.
Ensure access for all SEND children at after school clubs and reasonable	SLT (Mr Dourado, Miss Flint)	Audit SEND children use of clubs and extended services. Risk assessments put in place if needed	Registers of clubs. Risk assessments where necessary	Termly	Increased access of SEND children at after school clubs.	July 2024 – good involvement of children with SEND in after school clubs.

adjustments are made to enable participation	SENDCo (Miss Arthur)					
Develop a disabled access toilet	HT (Mr Dourado)	Explore cost and quotes for a disabled access toilet within the school	Cost of disabled toilet £3000	March 2026	Disabled access toilet for disabled pupils/ staff and visitors	
Designated disabled car parking space in the school carpark to provide easier access for children and/or people with disabilities	HT (Mr Dourado)	Quotes and cost for painting lines in school car park Identify any parents or visitors to the school that need access to disabled parking to be reserved a car park space	Cost to paint signs £	March 2026	Identified signed disabled car park space  Disabled parents/children with cars can park in the school car park	

### 3. How we plan to improve the delivery of information to disabled children and young people

3. How we plan to improve the delivery of information to disabled children and young people						
Aim: To improve the delivery of information for disabled pupils and parents						
Target/issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria	Comments and progress
Review documentation on website to check accessibility for parents	Mr A Dourado Jo Barnett (linked Governor)	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this	Office time HT time JB (Gov time)	Termly (review of website)	Office staff know what parents may require additional support.  Parents will be aware of what is happening at school (e.g. via website).	July 2024 – Governor reviewed website in June 2024 to make sure it was compliant. SEND HCC CSV completed in March 2024 with exemplary website compliance.
Written materials are available in different formats to support all types of learners	Office manager (Jo Whalley) SENDCo (Miss Arthur)	Provide parents with hard copies of letters or work where necessary (e.g. no access to printer/IT/internet) Office staff able to use Google translate where necessary Ensure parents with visual impairments can access or enlarge papers. Invite parents who may need support completing forms into the office	Office time	Ongoing (as and when required)	Parents and carers can access relevant information from school	July 2024 – translated letters/documents for new families in home language of children new to school from abroad is provided to support (as well as a translator (parent who has supported the family/school). School also in regular contact with the new families refugee support worker as necessary
Improve use of pictorial communication systems (Widgit) to	SENDCo (Miss Arthur)	Use Widgit to make classroom resources (e.g. social stories, timetables, word mats, sentence starters) SENDCo to train staff	Training time	Summer 2023 training for staff, then ongoing	All staff aware of the disabilities of children in their class. Staff all using Widgit to support all learners	July 2024 – improved practice with using Widgit. Need to continue to embed in practice.

support all types of learners					Children can identify and successfully use the pictorial communication system	
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