

Gainford CE Primary Accessibility Plan 2016-19

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 17	To identify pupils who may need additional to or different from provision for Sept 17 Intake	Sept 2016/2017	HT EYFS teacher	Procedures/equipment / ideas set in place by June 2017.
	To review all new statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2016/17	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To maintain and improve close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2016/17	HT PSA All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2016/17.	HT TAs Outside agencies Family Support Worker	Clear collaborative working approach
	To ensure full access to the curriculum for all children	Employment/Use of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to 	Ongoing	Teachers SENCO Ed Psych Downs Syndrome charity (ECCDS)	Advice taken and strategies evident in classroom practice. ASD, cerebral palsy and Downs children supported and accessing

		<p>assist in developing learning opportunities for children and also in assessing progress in different subjects</p> <ul style="list-style-type: none"> • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 		<p>Speech and language /hearing specialists</p> <p>Family Support Worker</p>	curriculum
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system Regular liaison with parents</p>	Termly	<p>Class teachers</p> <p>SENCO</p>	<p>Progress made towards SEN Plan targets</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of Able, G & T pupils	<p>Policy and Able G&T list to be updated</p> <p>Update G & T list</p> <p>Able G&T booster groups/activities Monitor</p> <p>Able G&T list</p>	<p>Ongoing</p> <p>Annually</p>	<p>Able G&T co-ordinator</p> <p>Class teachers</p>	<p>Able G&T children making proportionate progress.</p> <p>Achieving above average results</p>

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Training to operate equipment for hearing impaired • Specific ICT equipment and software • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
LONG TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children.	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of SEN Plan process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

		access needs and ensure they are met in all events			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher School Nurse Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Utilize disabled parking space for disabled to drop off & collect children offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with schools in Durham Authority and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Durham and the world and their needs Improved community cohesion

LONG TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children Child Pedestrian Training for Y3	Ongoing	PSHE Co-ordinator SMT	Fewer accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page 	By July 2016	SMT	Improved access to written information

		<p>layouts will support pupils with visual impairments.</p> <ul style="list-style-type: none"> • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 			
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. End of year class teacher meetings • Annual reviews • IEP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom 	Annually	<p>Class teachers</p> <p>Outside agencies</p> <p>SMT</p> <p>School Administrator</p>	Each teacher/staff member aware of disabilities of children in their classes

LONG TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected</p>	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.