

YAPTON CE PRIMARY SCHOOL



An Open Door to Learning

Accessibility Action Plan 2016-2019

Action Plan

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

Our key objective is 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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery/Pre-school providers to review potential intake each September	To identify pupils who may need additional or different provision for September	Spring term preceding September entry	HT/SENCo EYFS teacher	Procedures/equipment / ideas set in place by September each year.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout the year	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout the year.	HT TAs Outside agencies	Clear collaborative working approach



	To ensure full access to the curriculum for all children.	<p>CPD for staff including Learning Mentor and SEN staff:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • 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 		SMT SENCO Advice from outside agencies where necessary	<p>Advice taken and strategies evident in classroom practice.</p> <p>Children supported and accessing curriculum at appropriate level</p>
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review attainment of all SEN pupils.	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	<p>Class teachers</p> <p>SENCO</p>	<p>Progress made towards PLJ targets</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of More Able pupils	<p>Policy and More Able list to be updated</p> <p>More Able booster groups/activities</p> <p>Monitor More Able list</p>	<p>Ongoing</p> <p>Annually</p>	<p>More Able co-ordinator</p> <p>Class teachers</p>	<p>More Able 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 • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. <p>Inviting visitors in to give a positive view of living with disability.</p>	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	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	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 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	All class based 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 PLJ 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' access needs and 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

		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.	Ongoing	Head Teacher Medical Manager Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces 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 		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

MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in the Villages Locality Group and the wider community.	Ongoing	SMT/ All staff	Improved awareness of Disabilities in the wider community Improved community cohesion
LONG	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	Ongoing	PSHE Co-ordinator SMT	No accidents

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

SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	Class teacher SMT	Two way communication in place.
	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 layouts will support pupils with visual impairments. • 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. 	Ongoing	SMT	Pupils , parents and visitors can access written information in school.
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher 	Annually	Class teachers SENCo Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

		meetings <ul style="list-style-type: none"> • Annual reviews • PLJ meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – Info kept in file in medical room 		SMT Medical manager Office staff	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	SMT	Effective communication of information about disabilities throughout school.