

The Accessibility Plan 2014-7 FULL REVIEW: PCP committee Governing Body July 2017

1) Improving Access to the Curriculum

Target	Strategy	Outcome	Timescale / responsible	Achievement	Progress at Summer 2017 REVIEW
To develop the use of ICT and support resources	ICT use in class – LSA supported; screens, talking pens etc for visually impaired; backgrounds; laptop / class computer; CPD for supporting LSA in Braille course and machinery in place	Provision of technology and resources as appropriate to meet needs identified	Sep 2014 ongoing	Full access to learning and achieving potential for disabled esp dyslexic, visually impaired, autistic	Talking pens, special screen and lap top and specialist equipment all in place for visually impaired child (VIC). Specialist teacher support in place; LSA on braille course; effective support in place has led to very good progress and full inclusion of VIS this year
Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	All pupils have full access to curriculum and learning with maximum time dedicated to learning in each session for all	Furniture and lay out for VIS(Yr 3) and autistic child including small Pupil premium classes (AC) in Yr 2,3,4,5,6 enables optimal learning time and progress. Visual timetables for autistic children in place and LSAs promoting independence. Extra transitional visits to secondary school for Yr 6 SEN children undertaken and transfer reviews taken place.

Ensure appropriate training for staff who teach children with hearing impairment or visual impairment	LSA and whole school training on visual impairment; Children and staff work with hearing impaired children and staff from GBHS	Liaison, needs analysis and training for staff with specialist sensory teacher(s); CPD for LSA and teacher directly supporting; Braille CPD	February 2015 Summer terms ongoing	Full access to curriculum, inclusion and pupils reaching full potential in achievement	Specialist teacher for VIC working closely with LSA in training; Signing specialist working with Year 6 to enable integrations with hearing impaired children on transition to GBHS.
Ensure appropriate training for staff with children with other physical impairments	Specialist teacher input and training / monitoring of staff in physio; SENCo and LSAs running gym trail club	Improved fine and gross motor skills enable greater participation and achievement	Ongoing sessions	Improved gross and fine motor skills ensures full inclusion in all curriculum learning; improves emotional well-being and teamwork / cooperation and listening skills (esp for autistic)	Successful ongoing physio sessions LSA; Gym Trail highly successful – members reviewed and changed as success and returning to whole class of several children as excellent improvements in gross and fine motor skills – see SENCO reports for details. Specialist teacher input and designated staff in EYFS enables / facilitates inclusion of physically impaired child.
Through CPD, ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to	Autistic and Aspergers training; Visual Impairment training: Summer term 2015 update; Ongoing SENCo training in staff meetings for teachers and LSAs	All staff and LSAs fully trained / updated with strategies re ASD; Specialist teacher reviews and support for individual plans	Summer 2015; ongoing refresher sessions; individual education plan measures	Full access to curriculum – differentiated / modified as appropriate and effective teaching / learning / behavioural strategies leads	Level one Autism training with teaching and LSA staff completed 2015. All reviews, one plans complete for Year. Ongoing full inclusion of children; Individual courses for understanding autism completed by LSAs. Training 2017-8 booked

support them				to ASD children achieving full potential	in advance re autism.
Highly effective provision mapping and deployment of LSAs	Half termly pupil progress meetings; IEP reviews; LSAs specially mapped with specific skills as appropriate; ongoing training INSET and outside training courses;	Optimum support for individual learners and groups; Effective regular CPD and feedback to ensure high performance of LSAs	Termly LSA course 2014-15; Weekly LSA meetings / PDM/CPD. Training to support individual plans and Splan.	Outstanding progress for all pupils	Very good progress for SEND children this year - see pupil progress and PPG and Vulnerable group Committee minutes for this term. LSAs matched acc to strengths; external training for 2 LSAs fed back through LSA dev meetings; internal INSET weekly for LSAs in school and in partnership with Galleywood schools ongoing.
Increase confidence of all staff differentiating the curriculum	Staff PDMs – teachers and LSAs; IEP and One Meetings to develop and review strategies; specialist teacher input as appropriate eg Speech and Language; Visual impairment specialist	Curriculum and learning fully accessible to all children with highly effective use of resources, differentiation and modifications eg Computing resources, braille, LSAs and teachers modifying approach / resources to suit individual need; Speech and Language programmes	Visual Impairment training whole staff FEB 2014; Ongoing teacher and named LSAs for support training and CPD courses; Ongoing	Outstanding progress for all pupils	Ongoing close work with specialist teachers for visual impairment and speech and language – very good progress; close work with educational psychologist and specialist teacher for statemented children – autistic and speech and language; Excellent progress and achievement of current Year 6 pupil statemented (Emotional and behavioural statement) SEN and Pupil Premium children – see SEN and PP reports for details.

		ongoing with regular progress reviews with spec teacher input			
Use of individual medical plans	Staff attend meetings and are named participants in medical plans; full protocol and procedures agreed with medical staff, parents and staff	Medical plans implemented and regularly reviewed; associated necessary staff training	ONGOING School nurse; staff; parents; specialist teachers as appropriate	Full access to curriculum and learning and all activities in school; High attendance and punctuality for all.	Medical plans or protocols all in place for 5 children. Good attendance and progress and full inclusion of all children.
Specialist PE Inclusive PE competitions	Specialist inclusion competitions eg Boccia, wheelchair dancing, visually impaired events	Regular events and participation opportunities for all	Events planned 2014-15	Regular attendance eg Boccia, wheelchair dancing; empathy / understanding for all of class	Boccia and wheelchair dancing – high successes; Participation in competition at Columbus school for gym trail children – highly successful. Successful 'ALL in' competitions -inter school for SEN Inclusion of all children in school events of sports day and skills mornings.
Full ongoing inclusion in PE	Staff training; differentiation – modifications and LSA support	Lessons differentiated to include all with support through differentiation - LSA, task, resources	Nov 2014 INSET; IEP provisions; specialist teacher as appropriate; ONGOING	All pupils fully included in all PE activities	All children fully included in PE lessons. Tasks, resources, adult support differentiation as appropriate. Advice on inclusion following differentiation / inclusion in discussion with school PE leader and support from sports partnership GBHS as required
All out of school activities planned to include ALL children	LSA support; modification of tasks as appropriate;	All activities, trip and events available to all children	Ongoing	Full inclusion and enrichment for all children	All children included in out of school learning activities and trips (inc residential trip in Year 6 – all children participated) – adult support as required to

	suitable Residential Yr 6 site chosen; all clubs available to all children				enable inclusion.
All extra curricular activities are planned to ensure they are accessible to all children.	Adult support, differentiated tasks, resources	All extra curricular activities accessible for all	Ongoing	Full inclusion and enrichment for all children	All children who opt for extra-curricular activities included; wide range of activities to choose from – made accessible for all who wish to join in.

2) Improving the Delivery of Written Information

Target	Strategy	Outcome	Timescale / responsible	Achievement	
Availability of written material in alternative formats when necessary or specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	SLT; School Office; July 2015 Ongoing	Delivery of information to disabled pupils improved.	Communication by e mail to visually impaired mother of important notes and messages – enabling her to enlarge at home or on hand held device.
Make available school newsletters and other information for parents, in alternative	Review all current school publications and promote the availability in different formats	All school information available for all who request it.	SLT; School Office; July 2015 Ongoing	Delivery of school information to parents and the local community.	Newsletter sent to mobile phones, on website. Hard copies made available for those who cannot access electronically.

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Review documentation with a view of ensuring accessibility for pupils / carers with visual impairment when required	Get advice from specialist teacher alternative formats and use of IT software to produce customised materials; electronic communication email	All school information available for all	2014 ongoing	Delivery of school information to pupils & parents with visual difficulties improved.	Electronic communication by e mail and texting. All documents enlarged photocopied as requested.
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire and included in Parent Focus Group.	School is more aware of the opinions of parents and acts on this.	Annually Ongoing	Parental opinion is surveyed and action taken appropriately.	Regular feedback from parents at consultation evenings and through Parent View website

3) Improving Physical Access

Location	Item	Activity	Timeframe	Cost £	
Main Entrance	Weather shelter / canopy	Canopy extended out from main entrance doors at front of building	Autumn Term 2014 (Sch Imp Plan)	£7000	Works all completed.

	Non slip flooring in foyer	Revamp foyer with space to form fill; non slip flooring improving safety	Autumn Term 2014	£300	
Whole School	Outdoor tarmac surfaces	Ongoing maintenance of pathways to ensure smooth access	2015 – 2016 pathway to Outdoor PE shed removed / repaired; Ongoing	£1000 Ongoing costs as identified	All work completed
Disabled parking Bay	Lining / marks / signage	Refresh markings; consider clearer signage	2015 - 2016	Costs under research	Lines clear. Special vehicle access with key given to only disabled to ensure safety of children and ease of alighting at the front entrance
Pupil Premium Teaching Areas	Access and suitability for all	Remodelling of current nursery on their vacation to alternative site in school; access and layout to be designed suitable for all	Summer 2015 initial works; Ongoing modifications / improvements	Costs under review for School Improvement Plan 2015-16 Approx £10000	All work completed and rooms used for intervention groups, pupil premium and SEN work, to enable outside agency attendance at meetings, one plan meetings, annual review and transfer meetings. Accessible to all.