

ST.GODRIC'S RC PRIMARY SCHOOL – DURHAM



ACCESSIBILITY ACTION PLAN 2017-2020

We love, value and respect each other.

'The best interests of the child must be a top priority in all things that affect them'.
Article 3 of the United Nations Convention on the Rights of the Child.



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	People with responsibility	Success Criteria
SHORT TERM TARGETS				
To establish close liaison with parents	To ensure collaboration and sharing between school and families. To increase opportunities for families to participate in events in school. To increase good communication between school and parents. Staff to continue to work with the PSA to develop strategies for developing good communication with parents.	Ongoing throughout the current plan	HT SENCO All class teachers	A clear collaborative working approach is developed. Participation at school events increases. Discussion between school and parents (for +ve and –ve reasons) increases. Staff confidence when dealing with difficult situations increases.
To ensure full access to the curriculum for all children	To provide CPD for staff (as relevant) to ensure that the needs of all children in school are met. To work with Specialist Advisory Teachers (which may include: SEND Team, ASD team, SALT team, OT team, EAL team, EP service etc.) to gain additional support and advice.	Ongoing throughout the current plan	HT All class teachers	Advice is sought when needed. Advice is followed and suggested strategies are evident in class planning and in classroom practice. Children with specific needs are supported in accessing the

	<p>To ensure that class teachers are able to provide: A differentiated curriculum with alternatives offered. The use of P Scales and PIVATS to assist in developing learning opportunities for children and to support the assessment of children in different subjects. A range of support staff including those trained to meet specific needs. Multimedia activities to support learning across the curriculum. Use of interactive ICT equipment. Specific equipment sources from outside agencies as required e.g. hearing impaired, OT requirements.</p>			curriculum.
<p>To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with asthma, severe allergies, mobility issues</p>	<p>To ensure collaboration between all key personnel. To liaise with medical professionals. To ensure the "new child" checklist is completed within an appropriate timescale for all new children to the school.</p>	<p>Ongoing throughout the current plan</p>	<p>HT SENCO All class teachers Key Support Staff with medical responsibilities</p>	<p>A clear collaborative working approach is developed. Class teachers and relevant support staff are fully aware of the needs of all children within their class. Class teachers and relevant support staff are fully aware of the needs of new children who join their class during the academic year, before the child starts or as soon as possible after their admission. Procedures / equipment in place prior to the start of the academic year to ensure a smooth transition into St. Godric's RC</p>

				Primary School. Key support staff continue to receive up-to-date training to ensure that they can meet the medical needs of all pupils.
To liaise with Nursery Providers to review the needs of the potential new intake in September each year	To identify pupils who may have needs that are additional to or different from the standard provision that is in place from September every year.	July / September every year throughout the plan	HT SENCO Office staff All EYFS staff	All EYFS staff are fully aware of the needs of all children in the new intake. Procedures / equipment in place prior to the start of the academic year to ensure a smooth transition into St. Godric's RC Primary School.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	All policies comply with the Equality Act 2010.	Ongoing throughout the current plan	HT SENCO All subject leaders	All policies clearly reflect inclusive practice and procedures.
MEDIUM TERM TARGETS				
To closely monitor and review the attainment and progress of all pupils with identified SEN	Half termly meetings with class teachers and support staff to monitor and review the impact of Provision Map interventions and identify next steps for each child/group of children. Termly review meetings with class teachers and the SENCO to review progress and identify next steps for SEN children. Parents are invited to attend and contribute to the formation of new SEN plans and EHCP reviews.	Half termly Termly	HT SENCO Class teachers Support Staff Parents	Progress can be seen on class tracking sheets. Progress can be seen via group work and Provision Map annotations for all groups K children make clear progress towards their identified outcomes. QFT children make clear progress towards their personal targets.
To promote the involvement of pupils with disabilities in all classroom activities To take account of the variety of learning	Within the curriculum, the school aims to produce full access to all aspects of the curriculum by providing (where appropriate): Wheelchair access Screen magnifier software	Ongoing as required	SENCO Class teachers	A variety of learning styles and multi-sensory activities are evident in class planning and within the classroom.

styles within the class when teaching across the curriculum	for the visually impaired. Features such as sticky keys and filter keys to aid disabled users in using a keyboard. Elklan training for relevant staff. Makaton training for relevant staff. 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.			The needs of all pupils, parents and staff with disabilities are represented within the school. Opportunities for pupils to work with people with disabilities are evident across the school.
To monitor the attainment of more able and gifted and talented pupils	To update the More Able and G&T policy accordingly. To provide opportunities for MAT/GT pupils to be challenged and extended. To monitor the progress made by MAT/GT children throughout school.	Ongoing	HT SENCO Class teachers	MAT/GT pupils make proportionate progress to reflect their abilities and needs. Class planning and classroom activities demonstrate opportunities taken to extend and challenge MAT/GT children.
LONG TERM TARGETS				
To evaluate and review the short term and medium targets documented above at least annually	To ensure the above strategies have been implemented. To evaluate progress and identify next steps.	Annually	HT SENCO Governors	All children in school are making at least good progress (using the school's current definition.) The additional needs of all children are fully met. The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children.
To deliver findings to the Governing Body	To share information and findings during Finance Committee and Children's Committee meetings.	Annually	SENCO SEN Governor Governors	All Governors are fully informed about SEN provision and the progress made by these identified children.

				All Governors are fully aware of the changes that are required to meet individual needs.
--	--	--	--	--

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	People with responsibility	Success Criteria
SHORT TERM TARGETS				
To improve the physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments to the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings.	Ongoing	HT SENCO Governors	The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.
To ensure that the whole school environment is visually stimulating for all children	Colourful, lively displays are created in all classrooms. Communal areas are kept tidy and colourful, lively displays are produced. A range of resources and props are used to engage, motivate and stimulate children. All parts of the school are welcoming and inviting.	Ongoing throughout the plan	HT All staff	The whole school environment is tidy The whole school environment is colourful, lively, inviting and engaging.
To ensure that all people with a disability are able to be fully involved in	To create access plans for individual children with disabilities as part of the SEN Support / EHCP process.	Annual questionnaires Needs to be	HT Governors All staff	The needs of all people are met, where possible. When this is not possible (e.g.

school life	To undertake confidential surveys of staff and governors to ascertain access needs and to make sure that they are met in the school. To include questions in the pupil information questionnaire about access arrangements. To gather information about access arrangements for parents, carers and visitors through questionnaires to ensure that these needs are met during school events.	addressed with immediate effect once identified and to be reviewed constantly		due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise. All children with disabilities are able to participate fully in school life.
To ensure that the medical needs to all pupils are fully met within the capability of the school	To conduct parent interviews to identify needs of children before they join the school. To liaise with external agencies to ensure that barriers are overcome. To identify the training needs of staff. To establish individual protocols where needed to meet the needs of individual children.	Annual questionnaires Needs to be addressed with immediate effect once identified and to be reviewed constantly	HT Governors All staff	The medical needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise. All children with specific medical needs are able to participate fully in school life.
To ensure that parents and carers with disabilities have every opportunity to be involved in school life	Utilise the disabled parking space for disabled parents to drop off / pick up children. To arrange interpreters through County to enable staff to communicate with deaf and EAL parents. To offer a telephone call to explain letters home for parents who may need support with literacy skills. To adopt a proactive approach to identify the access requirements and needs of disabled parents.	Annual questionnaires Needs to be addressed with immediate effect once identified and to be reviewed constantly	HT Governors All staff	To ensure that disabled parents and parents with EAL are not discriminated against. To ensure that disabled parents and parents with EAL are encouraged to take an interest in and be involved in their child's education.
MEDIUM TERM TARGETS				

To improve community links	St. Godric's RC Primary School continues to have strong links with the Local Authority, the Diocese and the wider community. Opportunities to participate in community events and promote disabilities to develop positive attitudes among children are encouraged.	Ongoing throughout the plan	HT SMT Class teachers	Children, parents, staff and governors have an improved awareness of disabilities within the school community, the local community and the wider community. Improved community cohesion is evident.
LONG TERM TARGETS				
To continue to develop the playgrounds and facilities to ensure they are accessible for all	To continue to develop the school grounds using Sports Premium. Money and Grants and funding opportunities that are available.	Ongoing throughout the plan	HT SMT Class teachers	Playgrounds and the whole school grounds are accessible for all pupils, parents, staff, visitors and governors. Play equipment is age appropriate and accessible for all pupils. Playgrounds are inviting, engaging and inspiring for pupils and develop their skills in many areas.
To ensure that the driveway, roads and paths in and around the school are as safe as possible	Caretaker to continue to carry out checks to ensure safety on the school site Safety markings to be renewed as required. Communication with parents to ensure parking is safe and walking to school is encouraged. Whole school participation in walk to school events Safety events within the wider community to be promoted and advertised to children and families Problems reported to the appropriate body and rectifications monitored. Road safety sessions for Year 3. Bikeability sessions for Year 5.	Ongoing throughout the plan	HT SMT Caretaker Class teachers	Reduction in accidents. Accident forms to be completed as needed and evaluated to reduce future incidents. Checks to be logged to ensure completion.

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

TARGETS	STRATEGIES	Timescale	People with responsibility	Success Criteria
SHORT TERM TARGETS				
To support parents with hearing impairments	Regular communication via letters and texts with parents. Use of the interpreter at termly parents' evenings.	Ongoing	Class Teacher Office staff	Clear two way communication is in place. Parents feel included in school events and activities.
To ensure that all children with ASD have access to the curriculum	Regular parental communication Individual SEN Support Plans / EHCP plans written to meet the needs of each child and identify the specific support that will be put into place. Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development. Staff training as required as children move through school. Clear communication between school staff to ensure smooth transition between classes.	Ongoing	SENCO Class Teachers Support Staff	ASD children can access the curriculum and make progress against their own targets. Parents and other agencies attend school SEN Support and EHCP review meetings. Staff receive appropriate training to ensure they are able to meet the needs of individual children fully.
To ensure that all children with speech and communication difficulties have access to the curriculum	Regular communication with parents to share the techniques that are taught in class to support understanding. Support staff to liaise with Speech and Language Therapists (SALT).	Ongoing	SENCO Class Teachers Support Staff	SALT children can access the curriculum and make progress against their own communication targets. Resources are used to develop understanding of vocabulary and concepts when needed. Support staff meet regularly with the speech therapist to ensure appropriate support. Parents have regular meetings with the speech therapist to

				ensure the work that is completed in school is reinforced at home.
To enable improved access to written information for pupils, parents and visitors	<p>Questionnaires/discussions to identify any needs parents may have.</p> <p>Relay messages verbally where parental difficulties are known.</p> <p>Raise awareness among staff of the use of suitable font and size and correct page layout to support people with visual impairments.</p> <p>Investigate the use of symbols to support people with reading difficulties.</p> <p>Audit reading materials used in school to ensure suitable large print materials are available if needed.</p> <p>Ensure signage around school is accessible in all known languages.</p> <p>Use EAL team translators to convey messages when needed.</p>	Ongoing	All staff	<p>Parents with literacy difficulties or EAL can access school communications.</p> <p>School resources are appropriate for children with EAL or literacy difficulties.</p>
MEDIUM TERM TARGETS				
To review children's records to ensure that the school is fully aware of any disabilities	<p>Information is collected about all new children in the starters' pack.</p> <p>Records are passed up to class teachers as part of our annual transition.</p> <p>Discussions take place between staff to ensure full awareness as part of our transition arrangements.</p> <p>Parents and other agencies participate in SEN Support Plan and EHCP review meetings to ensure the most up-to-date information is shared with the school</p> <p>Medical needs are identified by parents and are updated at least annually.</p> <p>Personal health plans are created for children as required</p> <p>Significant health problems are shared with all staff.</p>	Ongoing	HT SMT Office staff Class teachers	<p>Each class teacher and all appropriate support staff are fully aware of the needs and disabilities of children in each class.</p> <p>Transition arrangements are thorough to ensure all information is passed on.</p> <p>The needs of new starters are collected by office staff</p>

	Photos are displayed with medical needs and action plans to ensure full awareness.			
LONG TERM TARGETS				
To review and amend the in school records that are kept for each child to ensure clarity and cohesion	Review records that are kept and the information that is required. As changes are made, add new forms to the new starter's packs but also ensure that they are completed for all existing pupils. Continue to ensure clear communication is in place between school and home to ensure changes are shared with school as soon as possible.	Continual review and improvement	HT SLT Office staff	There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required.

Date of Implementation: February 2017

Date of Review: February 2018

Signed SENCO:

Signed Head Teacher:

Signed Governor: