



# LEIGH ST PETERS CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams.

## Accessibility Action Plan

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

Our schools main aim 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.

|                   | <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b>           | <b>Responsibilities</b>       | <b>Success Criteria</b>  |
|-------------------|---|--|----------------------------|-------------------------------|--|
| <b>SHORT TERM</b> | To liaise with Nursery providers to review potential intake for Sept 17 through EYS IPM meetings  | To identify pupils who may need additional to or different from provision for Sept 17 Intake   | Sept 2017/2018             | HT<br>EYFS teacher            | Procedures/equipment /ideas set in place for each academic year. |
|                   | To review all statutory policies to ensure that they reflect inclusive practice and procedure   | To comply with the Equality Act 2010   | Ongoing 2017/18            | HT<br>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.<br><i>Possible input from outside agencies e.g Playworkers, transition visits &amp; Outreach.</i>   | Ongoing throughout 2017/18 | HT<br>All Teachers            | Clear collaborative working approach                             |
|                   | To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel  | Ongoing throughout 2017/8  | HT<br>TAs<br>Outside agencies | Clear collaborative working approach                             |
|                   | To ensure full access to the curriculum for all children.   | Outside Play visits; advice sought from specialist advisory teachers; CPD for TA/CT to support from TESS/outreach staff and:   | Ongoing                    | Teachers                      | Advice taken and strategies evident in                           |
|                   |   | <ul style="list-style-type: none"> <li>A differentiated curriculum with alternatives offered.</li> <li>The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> </ul> |                            | SENCO<br>Special school       | classroom practice.<br>ASD children                              |

|  |   |  |          |                                     |
|--|---|--|----------|-------------------------------------|
|  | <ul style="list-style-type: none"><li>• A range of support staff including trained teaching assistants</li><li>• Multimedia activities to support most curriculum areas</li><li>• Use of interactive ICT equipment</li><li>• Specific equipment sourced from occupational therapy</li></ul> |  | Ed Psych | supported and accessing curriculum. |
|--|---|--|----------|-------------------------------------|

| Tasks/Targets  | Strategies  | Timescale           | Responsibilities                                 | Success Criteria  |
|--|---|---------------------|--|---|
| To finely review attainment of all SEN pupils.   | SENCO/Class teacher meetings/Pupil progress<br>Scrutiny of assessment system<br>Regular liaison with parents  | Termly              | Class teachers<br>SENCO                          | Progress made towards IEP targets<br>Provision mapping shows clear steps and progress made  |
| To monitor attainment of Able, G & T pupils  | Policy and Able G&T list to be updated<br>Able G&T booster groups/activities<br>Monitor Able G&T list   | Ongoing<br>Annually | Able G&T co-ord<br>Mr Fletcher<br>Class teachers | Able G&T children making progress.<br><br>Achieving above average results   |
| To promote the involvement of disabled students in classroom discussions/activities<br><br>To take account of variety of learning styles when teaching | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Elklan training for relevant staff – training on blank level questioning from SALT to support Elklan delivery in EYS.</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons – markable evidence – e.g. use of talking tins for ideas for writing etc.</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> <li>• <i>Special equipment to allow access – ear defenders, rewards, timers, visual, emotion cards, social stories and Now/next boards.</i></li> <li>• <i>Access to support, time out, calm space and support for behaviour.</i></li> </ul> | Ongoing             | Whole school approach                            | Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. |

|  | <b>Targets</b>  | <b>Strategies</b>                                      | <b>Timescale</b>                                   | <b>Responsibilities</b>               | <b>Success Criteria</b>                                   |
|--|---|--|--|---------------------------------------|---|
|  | To evaluate and review the above short and long term targets annually | See above  | Annually   | SLT, Core TLRs/teams<br><br>Governors | All children making good progress.                        |
|  | To deliver findings to the Governing Body                             | Finance and Premises and Curriculum Governors meetings | Annually<br>Termly<br>SEN Governor / SENCO meeting | SENCO<br><br>SLT/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                              |
|--|---|--|---------------------------------|---|
| 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.<br><i>Secure environment to enable learning/participation.</i>   | Ongoing  | SLT                             | Enabling needs to be met where possible.      |
| Ensure visually stimulating environment for all children | Interactive displays in classrooms and inviting role play areas. Communication friendly spaces in EYS and KS1<br>Classroom environments which are enabling throughout the whole school.   | Ongoing  | Teaching and non-teaching staff | Enabling and inviting environment maintained. |
| Ensuring all with a disability are able to be involved.  | <ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of IEP process/pastoral support with support of OT.</li> <li>• Confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. – during selection and application process – HR assessment of needs if needed on appointment. Any changes to condition, staff to inform line manager for notification – their responsibility.</li> <li>• Include accessibility statement on website for access to meet all parents’ needs.</li> <li>• Respond to individual needs as requested by parents for access given their disability or needs.</li> </ul> | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible.      |

|                    | <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b>                                | <b>Responsibil</b>   | <b>Success Criteria</b>  |
|--------------------|---|--|---|--|--|
| <b>Short term</b>  | 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.<br>Pastoral team will implement Health Care Plans for the management of medicines and pupils within schools.  | With immediate effect to be constantly reviewed | Head teacher<br>SBM<br>Pastoral team                                     |  |
|                    | Ensuring disabled parents have every opportunity to be involved                                   | <ul style="list-style-type: none"> <li>Utilise disabled parking spaces for disabled to drop off &amp; collect children</li> <li>Arrange interpreters from the RNID to communicate with deaf parents</li> <li>Offer a telephone call to explain letters home for some parents who need this</li> <li>Adopt a more proactive approach to identifying the access requirements of disabled parents</li> <li><i>Feedback/communication must be ensured for parents</i></li> <li><i>Utilise front entrance as reasonable adjustment - access for pupils with disabilities</i></li> </ul> | With immediate effect to be constantly reviewed | Whole school team<br><br>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 |
| <b>MEDIUM TERM</b> | <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b>                                | <b>Responsibilities</b>  | <b>Success Criteria</b>  |
|                    | To improve community links  | School to continue to have strong links with schools in Wigan Authority and the wider community incorporating the Startwell for EYS.<br>Invitation for high schools at parents evening/transition/inspire/paly & stay.<br>Benefit agencies advice at parents evening.<br>Pastoral team support throughout the year.<br><i>Transition to special school/alternative provision</i>   | Ongoing   | SMT<br><br>All staff   | Improved awareness of disabilities/the wider community of Bolton and the world and their needs<br><br>Improved community cohesion            |

|  | <b>Targets</b>  | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b>                                   | <b>Success Criteria</b>                       |
|--|---|---|------------------|---|---|
|  | Continue to develop playgrounds and facilities.                       | Look for funding opportunities<br>Develop courtyard by year 2<br>Develop outdoor environments in EYS and Key-stage 1 playground | Ongoing          | Whole school approach                                     | Inclusive child-friendly play areas.          |
|  | To ensure access, roads, paths around school are as safe as possible. | Communication with parents via safety messages /letters/walk to school week<br><br>Daily risk assessment by SLT & Site manager  | Ongoing          | SLT Pastoral Staff<br>Pastoral Team,<br>ELT, Site Manager | No accidents                                  |
|  | To further develop Emotionally Friendly Status                        | Continue to work towards emotionally Friendly Schools targets<br>Complete audits to assess progress                             | 2017/8           | Mindset<br>Lead/TLR Whole school approach                 | Achievement of recognition<br>Self-Evaluation |

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

|                   | <b>Targets</b>   | <b>Strategies</b>   | <b>Timescale</b> | <b>Responsibilities</b>  | <b>Success Criteria</b>                 |
|-------------------|--|---|------------------|--|---|
| <b>SHORT TERM</b> | Parent with EAL  | Regular communication with parents<br><br>Interpreter provided for parents' eve/annual reviews  | Ongoing          | Class teacher SLT  | Two way communication in place.         |
|                   | To ensure all children with ASD have access to the curriculum                      | Regular parental communication<br><i>Part-time timetable/reduced timetable to support integration to school for high needs pupils</i><br><br>Individualised multi-sensory teaching strategies used for ASD children.<br><br><i>Visuals/reminders</i><br><br><i>Workstation/access to outreach</i>   | Ongoing          | All staff to be aware  | ASD children able to access curriculum. |
|                   | To ensure improved access to written information for pupils, parents and visitors. | <ul style="list-style-type: none"> <li>▪ Investigate symbol software to support learners with reading difficulties.</li> <li>▪ Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>• <i>New software for joined/cursive writing – supports splt and phonic recognition</i></li> <li>▪ Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>▪ Auditing signage around the school to ensure that is accessible to all is a valuable exercise.</li> <li>▪ Website has different languages available through 'button' access</li> <li>▪ <i>Dojos for messages from parents, home school communication books and drop-ins to DHT/SENCO- access for support when needed.</i></li> </ul> | Ongoing          | HT<br>DHT<br>SLT/ELT<br>Pastoral Team<br><br>Class teacher awareness |   |



|  | <b>Targets</b>  | <b>Strategies</b>  | <b>Timescale</b>                 | <b>Responsibilities</b>                               | <b>Success Criteria</b>  |
|--|---|--|----------------------------------|---|--|
|  | To review children's records ensuring school's awareness of any disabilities                              | Information collected about new children. <ul style="list-style-type: none"> <li>● Records passed up to each class teacher.</li> <li>● End of year class teacher and new class teacher interviews</li> <li>● Moving up days</li> <li>● Pupil progress shared</li> <li>● Staff meetings for info sharing</li> </ul>   | Annually                         | Class teachers<br>SNAs<br>Outside agencies            | Each teacher/staff member aware of disabilities of children in their classes |
|  | In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected | <ul style="list-style-type: none"> <li>▪ IEP meetings</li> <li>▪ Annual reviews meetings</li> <li>▪ Medical forms updated annually for all children</li> <li>▪ Personal health care plans</li> <li>● Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom</li> <li>● <i>Parents meeting with new teacher to pass on details and issues – especially for high needs children or mobility.</i></li> <li>▪ <i>Supported integration for high needs children and access to services for advice and support.</i></li> <li>▪ Record keeping system to be reviewed.</li> </ul> | Continual review and improvement | SLT<br>Office staff<br>Assessment<br>Co-ordinator/SMT | Effective communication of information about disabilities throughout school. |