

| Little Hill Primary School | | Accessibility Plan | | October 2016-July 2019 | |
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| Areas for improvement | Actions to take | Resources | Responsibility | Timescales | Monitoring |
| Access to and participation within the curriculum | | | | | |
| Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. | | | | | |
| To ensure clear identification of pupils who may need additional and different provision and that provision is in place prior to entry. | Liaison between Head of KS1/EYFS and Nursery providers. Communications with parents prior to entry to ensure profiles and pupil/family centred views are in place. Liaison with outside agencies and recommended support in place. Communication with EYFS teachers and adaptations and support made clear. | Time for KS1/EYFS lead to meet Nursery providers and communicate needs with EYFS staff. Provision of resources as needed by case. | Assistant Headteacher and Head of KS1/EYFS. | September 2017 | Headteacher SENCo Monitored through: staff and pupil views EHCP Annual reviews Pupil progress analysis Performance management outcomes for EYFs staff and AHT. |
| Establish a timescale for the review of key policies to ensure they comply with The Equality Act 2010 and reflect inclusive practices. | Plan for policies to be reviewed. Implementation of changes to policies. | Time for Inclusion Leader, Headteacher and Governors to review policies. | Inclusion leader/SENCo Headteacher Governors | Spring 2017 then annually reviewed | Governors Monitored through: Staff views on policy review |
| To establish clear communication with families and health providers to ensure support for needs for pupils with long term health conditions, including epilepsy, asthma and mobility issues is clear. | Liaise with health care providers over individual health care plans. Liaise with parents, including through questionnaires/meetings to ensure health needs are understood. | Time for inclusion Leader to liaise with health care providers and families. | Inclusion leader/SENCo Headteacher Staff with First Aid responsibility. | Spring 2017 | Inclusion Leader/SENCo Monitored through: Staff and pupil views |
| To continue to ensure full access to the curriculum for children with a wide range of needs. | Initiatives to support inclusive practice and disability friendly practice- e.g. Parent and Family meetings for 'Autism Friendly' | Costs to involve outside agencies e.g. Autism Outreach hourly | Inclusion Leader/SENCo Special school Ed Psych | Spring 2017 | Headteacher Monitored through: Staff/Parent/Pupil views |

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| | <p>and 'Dyslexia Friendly' practice etc, including stakeholders and a wide range of outside agency expertise.</p> <p>Use of and employment of specialist advisory teachers e.g. counselling services, Autism Outreach, Dyslexia specialist.</p> <p>Initiatives to continue to ensure and monitor differentiated curriculum e.g. planning, book scrutinies and learning walks.</p> <p>Continue to Liaise with Birkett House special school and SENCoNET/OLP groups over use of 'P scales' and the 'interim pre-key stage standards' for pupils to assess learning needs including in foundation subjects.</p> <p>Make more use of specific equipment including for Physical support, visual stress etc.</p> <p>Interviews with pupils.</p> | <p>rates.</p> <p>Cost of a trainee counsellor to support in school and use of EP service contracted hours.</p> | | | <p>Audit tools for ASD/Dyslexia friendly practice.</p> <p>Pupil progress monitoring</p> <p>Assessment folders/IEP target monitoring and LSA records and books for pre-assessment standards and P scales</p> |
| <p>To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities.</p> | <p>Develop guidance for staff on making trips and visits accessible to all.</p> <p>Ensure each new venue is vetted for appropriateness.</p> <p>Gather information on accessible PE and disability sports.</p> <p>Audit of range of after school clubs for pupils with SEND/disabilities.</p> <p>Interviews with pupils.</p> | <p>Cost of PE activities and events.</p> <p>Use of Sports premium funding</p> | <p>Inclusion Leader/SENCo</p> <p>Residential and visits co-ordinator</p> <p>PE co-ordinator</p> | <p>Summer 2017</p> | <p>Headteacher</p> <p>PE co-ordinator</p> <p>Monitored through:</p> <p>Views of staff and pupils.</p> <p>Audit of PE provision by co-ordinator.</p> |

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| <p>To continue to refine the review of the attainment of all SEND pupils and pupils with disabilities.</p> | <p>Teachers to use data around vulnerable groups as part of pupil progress meetings. Regular liaison with parents and pupil centred review meetings. Continued development of the use of assessment systems to track vulnerable groups. IEP, class and personal targets to have robust review procedures.</p> | <p>Time to meet: Class teachers and SLT.</p> | <p>Inclusion Leader/SENCo Class teachers.</p> | <p>Spring/Summer 2017</p> | <p>Headteacher Monitored through: Pupil progress meetings and tracking of progress.</p> |
| <p>To monitor attainment of Able, G & T pupils.</p> | <p>Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list Monitor Able G&T children are making proportionate progress. Monitor Able G and T children are achieving above average results</p> | <p>Cost of resources for able groups including booster groups</p> | <p>Able G&T coordinator Class teachers</p> | <p>Ongoing Annually</p> | <p>Able/G and T co-ordinator Monitored through: Pupil views</p> |
| <p>To promote the involvement of disabled students in classroom discussions/activities</p> | <p>Within the Curriculum to aim to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access as needed Screen magnifier software/filters and backgrounds/text to speech software etc as needed. 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</p> | <p>ICT resources as needed.</p> | <p>Inclusion Leader/SENCo PSHE co-ordinator ICT co-ordinator</p> | <p>Summer 2017/Autumn 2017</p> | <p>Headteacher Monitored through: Monitoring of provision mapping Pupil views.</p> |

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| | have some understanding of the needs of disabled people | | | | |
| To continue to promote family and pupil centred approaches. | <p>To make use of the LA has an ongoing training and development programme to embed the principles of personalisation and person-centred planning into our work with children and young people with SEND.</p> <p>To seek the advice of The Specialist Teaching Services about strategies and resources which can be used to maximise the presence, participation and achievement of all pupils, including those with disabilities in schools.</p> <p>To increase parental awareness of The Local Authority's SEND Information, Advice and Support Service (SENDIASS) to help engage with parents and carers of pupils with disabilities particularly services at EHC plan stage and to inform and develop good practice within our setting.</p> | LA person centred service is free to schools. Cost of the Specialist Teaching Services traded support. SENDIASS service at EHC plan level is free to parents. | Inclusion leader/SENCo | Spring/Summer 2017 | Inclusion Leader/SENCo Monitored through: Parent and pupil views Records of Annual reviews. |
| Establish a mechanism for surveying the views of disabled learners in the school. | SENCO to meet with children | Time for SENCo to meet pupils | Inclusion Leader/SENCo | Summer 2017 | Headteacher |
| To set up systems to involve disabled people in accessibility review. | Establish a consultative group with representation from disabled people. | Meeting space | Inclusion Leader/SENCo | Summer 2017 | Governors |

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| To ensure the aims of the accessibility plan are reviewed and shared with the governing body. | Governor committee meetings to review the accessibility plan. | | Inclusion Leader/SENCo Inclusion Governor | Summer 2017/Autumn 2017 | Governors |
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Access to the physical environment

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.

| Areas for improvement | Actions to take | Resources | Responsibility | Timescales | Monitoring |
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| Improve the physical environment Ensure the new building works meet the needs of pupils and staff with disabilities. | Continue to take account of the needs of pupils, parents, visitors and staff with physical disabilities and sensory impairments when reviewing the environment and access to the environment. Ensure that all future improvements/refurbishments continue to consider these needs. | As appropriate to each refurbishment. | Headteacher Premises subcommittee of governing body | Spring 2017 | Headteacher Governors Monitored through: Access Audit |
| Ensuring a stimulating and appropriate environment in which all pupils with a disability are able to be involved. | Continue to monitor and review policy on displays in classrooms and the use of role play areas. Create access plans for individual disabled children as part of the Annual Review/EHC /IEP process | Resources to improve environment as needed. | Headteacher DHT/Curriculum Leader | Summer 2017 | Headteacher DHT Monitored through: Focused learning walks Pupil views |
| Ensuring disabled parents are not discriminated against and have every opportunity to be involved in school. | Include questions in the confidential pupil information questionnaire about parents/carers' access needs Arrange interpreters from the RNID to communicate with deaf | Cost of adaptations/interpreters etc. | Whole School Team | | Headteacher Governors Monitored through: Information returns audit Parent views |

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| | parents 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 | | | | |
| To improve community links | Raise school awareness of wider community. Re-look at involvement with Birkett House links. Links with other schools in the community | | Inclusion Leader/SENCo ESSCO responsibility. | Autumn 2017 | Headteacher Governors |
| To continue to plan for the development of the playground and facilities. | Inclusive and child friendly play areas. | Sources of further funding e.g. PTA. | Headteacher | Spring/Summer 2018 | Headteacher |
| To ensure roads, driveway, paths around school are as safe as possible. | Communication with parents via text safety messages /letters/walk to school week/road and bicycle safety for Y6. | Funding for safety initiatives | Premises Officer SLT Y6 teachers | Summer 2018 | Headteacher Health and safety monitoring |

Availability of accessible information

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

| Areas for improvement | Actions to take | Resources | Responsibility | Timescales | Monitoring |
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| Communication with Parents with Hearing impairment improved. | Regular communication with parents Interpreter provided for parents' eve/annual reviews | Interpreter | Inclusion leader/SENCo Head of Hearing Support Team Communication Support Worker | Summer 2017 | SENCo/Inclusion Leader Monitoring through: Parental views at Annual review |
| To ensure all children with | Individualised multi-sensory | Autism Outreach costs | Inclusion leader | Autumn 2016 | SENCo/Inclusion |

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| ASD have access to the curriculum | teaching strategies used for ASD children. Strategies from Autism Friendly practice meeting implemented. | of support Resources costs | Autism Outreach support | onwards | Leader Parent views sought |
| To enable improved access to written information for pupils, parents and visitors. | Audit of information on website and accessibility of information. Audit of format/fonts for newsletters and curriculum information etc. SENCo - Raising awareness of font size and page layouts to support pupils with visual impairments or Visual Stress/Dyslexia. Talks from those with expertise in Visual stress. Auditing signage around the school to ensure that is accessible to all. Review documentation on website to check accessibility for parents with English as an Additional Language: Some welcome signs to be multi-lingual Continue to promote the SENDIASS service which is designed to ensure that parents and carers of children with special educational needs (SEN) have access to information, advice and guidance on SEN matters to allow them to make informed decisions about their child's | Cost of resources Cost of visitor form Optometry. | Inclusion leader/SENCo Head of library | Spring/Summer 2017 | SENCo/Inclusion Leader Monitor through: Parent views Pupil views EHCP records of process. |

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| | <p>education. Ensure office have knowledge of the availability of written material in alternative formats when specifically requested</p> | | | | |
| <p>To review children's records ensuring school's awareness of any disabilities</p> | <p>Information collected about new children. Records passed up to each class teacher. Each teacher/staff member aware of disabilities of children in their classes Medical forms updated annually for all children Individual Personal health plans reviewed Review of Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom etc. Review of in school record keeping system on disability.</p> | <p>Administration time</p> | <p>SLT</p> | <p>Summer 2017</p> | <p>Headteacher Governors</p> <p>Monitoring through: Staff interviews Pupil progress and Performance management meetings.</p> |