



**Federation of Kirkroyds Infant and Wooldale Junior Schools
DISABILITY ACCESS PLAN - Updated October 2016**

NB Disability is also as integral to Equality in all aspects; school policies may contain additional information to below.

Increasing Access to the Curriculum

Objectives	Actions	Person/s Responsible	Resources	Timescale	Success Criteria
To include a range of teaching and learning methods in all year groups and in all areas of the curriculum.	Appropriate INSET to enhance knowledge and skills of staff or to support SDP priorities. Feedback by SENCO, subject leaders & TAs from their network meetings.	Senior Management Team (SMT)	Kirklees Learning Services or other body to provide INSET. Time set aside in staff meetings to feedback information.	Ongoing	A range of teaching and learning methods planned for and demonstrated in all classrooms. Progress data will show <u>at least</u> the expected progress for all groups of learners.
To maintain high expectations for all pupils.	For staff to complete careful assessments and to use these to inform planning. 'End of year expectations' used by Y1 to Y6. EYFSP to be used by reception classes.	SMT Curriculum and Standards Committee Class teachers	End of year expectations. EYFS Profile NFER reading and spelling tests. QCA end of year tests	Ongoing throughout the year.	All children achieve their potential and at least good progress. RaiseOnline & PerspectiveLite data shows continued improvement in standards.
To differentiate activities to provide appropriate learning opportunities for all pupils.	To regularly review the curriculum and activities. To plan and provide a skills-based curriculum. To monitor pupil progress each term.	SMT Curriculum and Standards Committee	Materials received during training courses. Additional resources purchased to support learning. Teacher assessment data.	Ongoing Termly monitoring of progress.	All children achieve their potential and at least good progress. Children receive a broad and balanced curriculum. RaiseOnline & PerspectiveLite data and LA Profiling scores discussed with staff and Governors.
To ensure that lessons and activities are carefully planned based on pupil prior knowledge.	To set small step targets for each child and discuss these with the children and their parents. Marking of work shows the level of support given and positive feedback to pupils, with particular focus on how to improve their work further.	SMT SENCOs Class teachers	Assessment Policy End of year expectations Marking & Feedback Policy	Aut. & Spr. parent evenings. Ongoing monitoring of work.	Parents informed of their children's targets at parent teacher consultation evenings. IEPs/My Support Plans shared with parents. Pupils make at least good progress.

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To ensure that some part of the curriculum each year specifically raises disability equality issues.	Specific circle time and assembly themes, also including input from visitors leading collective worship.	HT and all staff PSHE Co-ordinators	Accurate and current information. Visits from disabled experts in the field.	Ongoing	Greater awareness and understandings of diverse groups of people and issues related to this e.g. stereotypes. For all the school community.
To give staff the opportunities to attend training and to visit other schools in order to share good practice and to develop new skills and strategies.	To provide course cover to attend training or visit schools. Information received by staff disseminated to all at staff meetings or specific INSET.	HT SMT	Cover costs Course fee costs Time allocated during staff meetings	Ongoing	Information is shared with all staff. Staff have up-to-date knowledge of strategies and initiatives.
To identify additional pupil needs as soon as possible, including the needs of the most able.	To inform parents of additional needs. To liaise with outside agencies where appropriate to receive support. To implement strategies, intervention programmes and additional support where appropriate.	Class teachers SENCOs SMT SEN Governor Most Able Governor <i>(formerly G&T)</i>	Additional Needs Register Intervention programmes Cost of additional support where appropriate.	Ongoing Termly monitoring	Additional needs identified early. Appropriate differentiation and support in place. Pupils make at least good progress.
To monitor the attainment and progress of pupils with additional needs, including the most able and vulnerable groups.	HT & DHTs to monitor data re: attainment for all pupils with additional needs on a termly basis and report to Governing Body.	Class teachers SENCOs HT	Integris database. In school tracking data Pupil Progress meetings Staff meeting time. Year group meeting time.	Ongoing Termly monitoring	Ensure all pupils with additional needs achieve their potential and make appropriate levels of progress each year.

Objectives	Actions	Person/s Responsible	Resources	Timescale	Success Criteria
<p>To use Pupil Premium funding to support pupils eligible for FSM, LAC and the children of members of HM Forces.</p>	<p>Staff are aware of the children eligible for Pupil Premium funding. Pupil Premium funding is used for additional adult support to ensure this group of pupils make at least good progress.</p> <p>To use Pupil Premium funding for this group of pupils to access educational visits and extra-curricular activities.</p> <p>HT to monitor data re: attainment for all pupils with additional needs on a termly basis and report to Governing Body.</p>	<p>HT DHTs SENCOs SMT Bursars GB</p>	<p>Accurate information of pupils eligible for Pupil Premium. Integriss database. In school tracking data Intervention programmes Cost of additional support where appropriate. Cost of educational visits and after school clubs.</p>	<p>Ongoing Termly monitoring</p>	<p>Ensure all pupils with eligible for Pupil Premium funding achieve their potential and make appropriate levels of progress each year.</p> <p>Ensure all pupils with eligible for Pupil Premium funding have access to educational visits and extra-curricular activities.</p>

Improving the provision of information

Objective	Action	Person Responsible	Resources	Timescale	Outcome
To communicate newsletters and other information via email.	To create a more reliable way of communicating to parents, newsletters etc. are sent to parents via email.	HT DHTs Office staff	Email addresses of parents.	Email addresses updated annually	Email is more reliable than 'pupil post'. Parents can enlarge font etc. if required.
To communicate to parents and other stakeholders our 'Local Offer' on the websites of each school.	To inform parents of our support for pupils with additional needs and the particular expertise of our staff. This is a requirement of the SEN Code of Practice, September 2104.	HT SENCOs GB	Schools' websites	Updated annually	Parents are aware of the support available for pupils with additional needs.
To deliver information, guidance, reports etc. in other formats as well as a written format.	The Schools to inform parents of this option. To use LA services to convert written information into alternative formats e.g. Braille.	HT DHTs	WWW.freetranslation.com LA services School website	Ongoing	Delivery of information to pupils and parents is improved.
To provide coloured paper for pupils with learning difficulties or enlarged texts for pupils with vision difficulties.	All teaching and support staff to ensure pupils with learning needs have work photocopied onto relevant coloured paper as far as possible. All teaching and support staff to ensure pupils with vision difficulties to have enlarged print copies of worksheets etc.	Class teachers Support staff SENCOs SMT SEN Governor	Additional cost of this paper. A3 paper - copying costs	Ongoing	Text is clearer for children with learning/vision difficulties.

Objective	Action	Person Responsible	Resources	Timescale	Outcome
Update and distribute pupil Health Care Plans to staff and parents	To ensure current information is continually updated. Parents are encouraged to contact the school regarding their child's health. A form is included in the new parents pack and flagged at new parents meeting. Information is outlined in the school prospectus. Reminder of updating of medical records is promoted in the first newsletter of the school year. Care plans include any administration of medication.	Parents HT Class teachers Support Staff	Staff meeting time - Updating School Information meeting (termly)	Termly and Annually	Staff are aware of healthcare needs of pupils. Pupils are supported appropriately and proactively.
To include consideration of disability and equality perspectives in all school policies.	Equality impact will be considered on the update of policy documents.	HT SMT Governing Body		Ongoing	To ensure equality and diversity perspectives are integral to policy building.

Improvements to the physical environment

NB All the internal areas of the school are accessible by wheelchairs for parents and pupils with physical disabilities.

There is only one small set of steps in the grounds of the school and there is a slope for access to this part of the playground. However, the main playground does have steep slopes, but the main access routes have a gradual incline.

Objective	Action	Person Responsible	Resources	Timescale	Outcome
Any capital projects will plan to maximise access and security to all areas of the building and grounds, including the provision of disabled toilets.	To seek guidance from LA asset management officers re: new guidelines and regulations.	Health, safety and grounds committee. HT	DFC grant School Budget		Improved physical accessibility and security.