



## Harry Gosling Primary School

### Accessibility Plan

2018-21

At Harry Gosling School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- a. Increasing the extent to which disabled pupils can participate in the school's curriculum
- b. Improving the physical environment of the school
- c. Improving the delivery of information to disabled pupils, which is already in writing for pupils who are not disabled.

A person has a disability if he or she has a physical or cognitive impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

Audit of existing achievement/provision

#### 1. CURRICULUM

- School obtains data on pupils prior to admission to facilitate advanced planning
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, learning, behaviour)
- Detailed pupil information given to all staff
- TA deployment to cover a range of pupils' learning needs
- Special arrangements made for SATs (extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs (eg. pen grips, scissors, rulers, writing slopes)
- Parents are invited to support pupils on a voluntary basis
- Specialist teachers provide learning and pastoral support

#### 2. PHYSICAL

- Wheel chair access with able-bodied support
- Wheel chair access to school corridors, hall and all classrooms
- Audible fire alarm
- Settings rooms for 1:1 and small group work

#### External

- Wheel chair access with able bodied support.
- Wheelchair access to playground

**“Please note that we may share information with 3<sup>rd</sup> parties and that the information held is in compliance with the GDPR and Data Protection regulations”**

## GOALS & TARGETS

### 1) CURRICULUM ACCESSIBILITY

AIM	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	OUTCOME	MONITORED AND EVALUATED BY
(1) To increase the staff expertise on how to enable disabled pupils, or pupils with more complex medical needs, to fully participate in the school's curriculum	Staff Development budget	<ul style="list-style-type: none"> <li>• Specific training in e.g Speech &amp; Communication, diabetes, epilepsy, tracheostomy, manual handling</li> </ul>	All Staff	Ongoing according to needs of specific pupils (e.g. tracheostomy training Autumn Term 2018)	More staff confident to support individual pupil's needs	HT/Deputy Head/ AHTs /Govs
(2) To set suitable learning challenges for all pupils	Thematic curriculum/SEN resources	<ul style="list-style-type: none"> <li>• Adults deployed according to the needs of pupils</li> <li>• Children follow differentiated and challenging activities</li> <li>• Purchase additional resources</li> </ul>	All staff	All year round	All children have relevant targets according to their needs Resources purchased and in use. Work differentiated in pace style and content In monitoring a broad range of teaching styles and strategies are observed	Deputy Head/ AHTs

<p>(3) To respond to pupils' diverse learning needs and overcoming potential barriers to learning</p>	<p>SEN, EAL resources</p>	<ul style="list-style-type: none"> <li>• Seek relevant advice to enhance curriculum for VI, PD and HI (when needed)</li> <li>• Regular pupil tracking and tracking of groups to identify needs &amp; allocate resources through pupil progress and IEP reviews</li> <li>• Different forms of communication will be used to inform parents &amp; others</li> </ul>	<p>All Pupils</p>	<p>Review dates</p>	<p>Improved access to learning for all children throughout school</p> <p>Enhanced pastoral support for specific pupils</p> <p>Information to be displayed visually whenever possible</p> <p>Policies reflect inclusive practice</p> <p>Parent survey completed annually on pupils' learning</p>	<p>DH/AHTs</p>
<p>(4) To effectively assess individuals and groups of pupils</p>	<p>Assessment materials  Test papers</p>	<ul style="list-style-type: none"> <li>• X4 Pupil progress/IEP meetings each year for all year groups</li> <li>• Pupils newly arrived – assessments moderated by AHT (Data and Intervention)</li> <li>• Target setting for all pupils</li> </ul>	<p>All pupils</p>	<p>Termly  On arrival</p>	<p>Children achieve at their level</p> <p>Up to date assessment data available for all pupils</p>	<p>DH/AHTs  DH/AHTs</p>

(5) To involve pupils with EHC plans in target setting (next steps)	Staff training	<ul style="list-style-type: none"> <li>Pupils involved in target setting annual pupil-based planning and review process</li> </ul>	SEN pupils	Annual	Pupils know, understand and achieve their targets	DH/AHTs
(6) Continue buddy system to support vulnerable & newly arrived pupils	List of pupils (Buddy)	<ul style="list-style-type: none"> <li>Newly arrived pupils will be paired with an existing pupil for two weeks</li> </ul>	Newly arrived pupils  Vulnerable pupils	When a new pupil arrives  When a vulnerable pupil is identified	Newly arrived pupils settle quickly  Everyone enjoys school life	PSM/AHT/CTs
(7) To make available ICT resources which enhance pupils' learning	e.g. Clicker 6	<ul style="list-style-type: none"> <li>Use ICT/SEN budget and buy resources</li> <li>Train staff in the use of specific IT</li> </ul>	SEN pupils	Termly	Improved pupil access to the curriculum	DH/AHTs

8) To enhance all pupils' and staff understanding of disability issues and others with more complex learning needs	Partnership with Stephen Hawking Primary School	<ul style="list-style-type: none"> <li>Develop joint projects for pupils and staff</li> </ul>	All pupils and staff	Termly	Improved understanding of pupils with complex learning needs	HT/DH/AHTs
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## 2) Physical Accessibility

Aim	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	Outcome	MONITORED AND EVALUATED BY
(1) Progressive planned improvements to the physical environment of the school to improve accessibility	Premises budget	<ul style="list-style-type: none"> <li>Colour contrast for door architraves and handles (if needed)</li> <li>Evac Chair &amp; regular updated training for staff</li> <li>Provide height adjustable furniture for specific children</li> <li>Provide hoist equipment</li> <li>Install sound field system in hall (if</li> </ul>	<p>Persons with PD. All users of building</p> <p>Persons with PD</p> <p>Disabled pupils/ Wheel chair user</p> <p>Disabled pupils/ Wheel chair user Pupils/adults with HI</p>	<p>Ongoing to meet needs</p> <p>Annually</p> <p>Autumn term 2018</p> <p>When needed</p>	<p>A VI member of staff can safely navigate the building</p> <p>Improved accessibility for specific children with PD</p> <p>Improved accessibility for deaf pupils, parents &amp; member of the staff</p>	<p>HT, DH, AHT, SBM, PM</p> <p>"</p> <p>"</p> <p>"</p>

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### 3) PROVISION OF INFORMATION

<b>Aim</b>	<b>AVAILABLE RESOURCES</b>	<b>ACTIVITY</b>	<b>RECIPIENTS</b>	<b>DEADLINE</b>	<b>Outcome</b>	<b>MONITORED AND EVALUATED BY</b>
(1)To improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled	Advice from external services	<p>Improved provision of information:</p> <ul style="list-style-type: none"> <li>• Identify materials</li> <li>• Identify providers of 'translation' services</li> <li>• Information about the school to be made available in large print or electronically on request</li> </ul>	<p>Pupils and parents with a disability or language barrier</p> <p>Parents with a disability</p>	On request	<p>Pupils and parents able to access information in different formats</p> <p>Register of use of service and satisfaction survey</p>	<p>HT/AHT/Govs</p> <p>HT/AHT/Govs</p>

## **CONSULTATION ON THE PLAN**

Issue draft plan for all staff to comment on. Bring main items of plan to School Council meeting for discussion. Discuss with governors on curriculum and premises committees.

## **PUBLICISE THE PLAN**

Ensure the full plan is available on request in a variety of formats (large print and electronic).

## **IMPLEMENTATION**

Implement the plan by allocating adequate resources in the School Development Plan.

## **EVALUATE THE PLAN**

Consider:

- Are disabled pupils and their parents with increasingly satisfied the provision made for them?
- Is there evidence of increasing involvement of disabled pupils in the full life of the school?
- Are there observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs?
- Is there an improvement in pupils' achievement in the main curriculum areas?
- Is there progressive improvement to the physical environment of the school?
- Is information for pupils available in a range of formats?

## **ENSURE THE FUTURE OF THE ACCESSIBILITY PLAN**

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated services.