

Accessibility plan 2023 – 2026

*Slade Primary School is committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high aspirations and expectations for all children. The achievements, attitudes and wellbeing of all our children matter.*

# Purpose of Plan

This plan shows how Slade Primary School intends, over a period of three years, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with special educational needs and disabilities.

# Definition of disability

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

# Our School’s Accessibility Aims

* To be at the heart of our locality by working in partnership with families and the wider community.
* To be a learning community which fosters creativity, independence and a passion for learning.
* To enable our children to develop the essential skills for a happy and fulfilled life.
* To deliver first quality teaching, with high expectations for all, that enables children to succeed and achieve their potential.
* To provide a nurturing and stimulating environment that supports and celebrates learning
* For all members of the school community to model positive, respectful relationships.

# Contextual Information

Slade Primary School is a larger-than-average-sized two –form entry school. We are part of the growing Arthur Terry Learning Partnership MAT which is a group consisting of 22 schools. We work very closely in Partnership with each other and share expertise and best practice for the benefit of all of the children. The trust is led by Richard Gill and has the full support of the Department for Education.

The proportion of disadvantaged pupils, pupils from minority ethnic groups and pupils who speak English as an additional language is above the National average. The proportion of pupils with SEND is similar to the national average.

We are a ‘good’ school (OFSTED 2018) and we are working continually on providing an outstanding educational experience for all of our pupils. All of our staff are dedicated and passionate about learning and have high expectations of all of our pupils.

The school has a long standing history and has been open since 1904. The old, Listed building makes some accessibility difficult, in spite of this all areas of school are wheelchair accessible with playground transitions necessary in some cases.

# Current Range of known disabilities

The school has children with a range of special educational needs and disabilities to include moderate and specific learning disabilities. We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances, all medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Epi Pens are in school and First Aid lead ensures medication is up to date.

Some children have toileting needs attached to medical complexities and they have individual, personalised toileting plans for this. We have children who require intimate care and for those children individual plans, risk assessments and intimate care logs are in place.

# Improving teaching and learning lies at the heart of the school’s work.

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

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| Target | Strategies | Time scale | Responsibility | Success Criteria |
| Increase confidence for all staff in adapting teaching and learning in the curriculum. | Review staff training needs on curriculum access.Assign CPD for autism, dyslexia differentiation and recording methodsOnline learning modules if required | CPD AUTUMN 2023Spring 2024 and ongoing as need identity  | Sendco  | Staff will have a better understanding of how to adapt teaching and learning in the curriculum for children with SEND. |

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| Ensure staff are aware ofchildren’s individual curriculum access needs. | Set up a system of individual access plans for disabled pupils when requiredInformation sharing with all agencies involved with child | As required | SENDCO | All staff are aware of and have a clear understanding of the needs of the children.Children have full access to all curriculum areas. |
| To ensure that all policies consider the implications of disability access. | Consider during policy review | Ongoing | SENDCOHT/HOSTRUST BOARD | Policies reflect current legislation. |
| To provide specialist equipment to promote participation in learning by all pupils. | Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes, ear defenders, CCTV, hearing loopetc. | Ongoing | SENDCOClass TA’s & Teachers | Children will have developed independent learning skills. |
| To meet the needs of individuals during statutory end of KS2 tests. | Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. | Annually | Y6 team HTSENDCO | Barriers to learning will be reduced or removed, enabling children to reach their full potential. |
| To Develop an inclusive classroom checklist to support staff in ensuring thatthey are doing everything they | Develop Checklist with staff.Include environment monitoring | To be reviewed in summer term each year | SENDCO | Classrooms will be consistently inclusiveLow-arousal classroom/wider environment monitored for consistency  |

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| can to meet the needs of the pupils |  |  |  |  |
| To meet the needs of individual with Hearing and visual impairment within the classroom to enable them to access the curriculum. | Enlarged texts.Enlarged assessments Individual monitor to be placed in classroom away from window.Books with bolder lines provided.Pens/pencils labelled with colour name.Specific seating arrangement.Ensure children know you are talking to them and the speaker is facing them when talking.Hearing loop system in place where requiredCCTV provided by VI team in placeUse of accessibility features on iPads utilised effectively  | On going | Class teacher VI teamHI teamSENDCOSLT | Pupil will be independent in accessing a broad and balanced curriculum, enabling them to reach their full potential.1:1 large screen iPad supporting access to the curriculum.Environment monitored and ensured it is tidy meaning no hazards for children with VI |

# Improving access to the physical environment of the school

Slade Primary School has a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

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| Target | Strategies | Time Scale | Responsibility | Success Criteria |
| Ensure equipment for visual/Hearing impairment in classrooms to | Seek support from VI team &HI team | Ongoing | SENDCOVI teamVI visiting teacher Seek support from VI team. | The school is aware of the access needs of disabled pupils,staff, Advocates , |

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| support visually impaired.Support access to assessments for children with VI |  | ONGOING needs to HT/HOS | HI team SLT | parent/carers and visitorsVI children to access assessment  |
| Provide access to new children with physical disabilities | Classrooms can change location to meet the physical needs of children if needed | Ongoing | HTSENDCOOPERATIONS & ESTATES TEAM | Children will all be able to physically access school |
| To create access plans for individual disabled pupils as part of the EHCP/sspp process when required | Creat access plans for individualsBe aware of staff, governors and parents access needs and meet as appropriateThrough questions and discussions find out the access needs of parents/carers through newsletterConsider access needs during recruitment processEnsure staff aware of Environment Access Standard | As requiredInduction and ongoing If requiredDuring recruitment processAnnually | SENDCOHead TeacherHead TeacherHead TeacherBSS | EHCP/SSP/Individual plans in place for disabled pupils and all staff aware of pupils needsAll staff and visitors to Slade feel confident their needs are metParents have full access to all school activitiesAccess issues do not influence recruitment and retention issuesAwareness of the environmental access standardsensures that standards are met |

# Improving the delivery of information to disabled pupils and parents.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information

about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

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| Target | Strategies | Time Scale | Responsibility | Success Criteria |
| Review information to parents/carers to ensure it is accessible.Have Regular opportunities for parents to gain support, knowledge and share experiences | Provide information and letters in clear print and in other languages.School office will support and help parents to access information and complete school formsHalf Termly parent coffee mornings with clear signposting and opportunity to support | OngoingHalf Termly | SENDCO /Office staffOffice staffSENDCO/Pastoral Lead | All parents receive information in a form that they can access |

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|  | Circulate training opportunities for parents signposted by PSS, CAT, EP andany other useful services. |  | SENDCOPastoral Leader |  |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | Ongoing | SENDCO | Information produced is accessible to all. |
| Annual review information to be as accessible as possible | Develop the use of child friendly review formats.In Child Centered reviews pair parents with a familiar member of staff who can be their scribe if needed. | Ongoing | SENDCO | Staff are more aware of pupils preferred method of communications and pupils are able to access the information. |
| Provide information in other languages for pupils or prospective pupils | Access to translators, sign language interpreters to be considered and offered if possible | As required. Currently being used for new Reception intake. | SENDCOOffice staff | Pupils and parents feel well supported and included. |