



**Slade** PRIMARY  
SCHOOL

*Running into School : Racing into Life*

# Accessibility plan

## 2020 – 2023

*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 14 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.

### **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.

Target	Strategies	Time scale	Responsibility	Success Criteria
Increase confidence for all staff in differentiating the curriculum.	Review staff training needs on curriculum access.  Assign CPD for autism, dyslexia differentiation and recording methods  Online learning modules if required  Inclusion and Pastoral conference 2021	On going       April 2021	Inclusion Leader	Staff will have a better understanding of how to differentiate the curriculum for children with SEND.

	– all staff to attend			
Ensure staff are aware of children's individual curriculum access needs.	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	Inclusion leader	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	Inclusion Leader HT/DHT Governing Body	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 etc.	Ongoing	Inclusion Leader Class 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  HT  Inclusion Leader	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 that they are doing everything they	Develop Checklist with staff.  Include environment monitoring	To be reviewed in 2022	Inclusion Leader	Classrooms will be consistently inclusive  Low arousal classrooms adopted in 2019 to continue.

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.	<p>Enlarged texts.</p> <p>Enlarged assessments</p> <p>Individual monitor to be placed in classroom away from window.</p> <p>Books with bolder lines provided.</p> <p>Pens/pencils labelled with colour name.</p> <p>Specific seating arrangement.</p> <p>Ensure children know you are talking to them and can see your lips if they reply on some lip reading</p>	On going	Class teacher VI team HI team	<p>Pupil will be independent in accessing a broad and balanced curriculum, enabling them to reach their full potential.</p> <p>1:1 large screen iPad supporting access to the curriculum.</p>

### **Improving access to the physical environment of the school**

Brookvale Primary School has grown recently with class sizes increasing to 32. We have 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.

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

support visually impaired.  Support VI child with their access to KS2 SATs		September 2020 – highlight child's needs to HT and DHT	HI team  SLT	parent/carers and visitors  VI child to access her Y6 SATS
Provide access to new children with physical disabilities	Classrooms can change location to meet the physical needs of children if needed	Ongoing	HT Inclusion Leader	Children will all be able to physically access school
To create access plans for individual disabled pupils as part of the IEP process when required	<p>Creat access plans for individuals</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p> <p>Consider access needs during recruitment process</p> <p>Ensure staff aware of Environment Access Standard</p>	<p>As required</p> <p>Induction and ongoing If required</p> <p>During recruitment process</p> <p>Annually</p>	<p>Inclusion leader</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>Head Teacher</p> <p>BSS</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p> <p>Awareness of the environmental access standards ensures that standards are met</p>

**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.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Develop a website which is updated regularly to showcase the support we provide and signposts parents to further support if needed	<p>Regular website updates</p> <p>Website is easy to navigate</p> <p>Links are useful and explored in advance by pastoral/inclusion team</p> <p>Team effort to make sure what we provide is communicated clearly.</p>	<p>New Webpage for Inclusion/Pastoral to be in place for September 2021</p> <p>Ongoing</p>	Inclusion/Pastoral Leaders	Parents/any other stakeholders have a clear view of Inclusion and Pastoral across our school.
<p>Review information to parents/carers to ensure it is accessible.</p> <p>Have Regular opportunities for parents to gain support, knowledge and share experiences</p>	<p>Provide information and letters in clear print and in other languages.</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Termly (at least) parent coffee mornings with clear signposting and opportunity to support</p>	<p>Ongoing</p> <p>Termly</p>	<p>Inclusion Leader/Office staff</p> <p>Office staff</p> <p>Inclusion/Pastoral Lead</p> <p>Autism LP</p>	All parents receive information in a form that they can access

	Circulate training opportunities for parents signposted by PSS, CAT, EP and any other useful services.		Inclusion Leader Pastoral Leader	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	Inclusion leader	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 Centred reviews pair parents with a familiar member of staff who can be their scribe if needed.	Ongoing	Inclusion leader	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.	Inclusion leader  Office staff	Pupils and parents feel well supported and included.