



Accessibility Plan 2020-21

Increasing the extent to which pupils with additional needs can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Planning duty 1: Curriculum

Target	Strategy	Outcome	Timeframe	Achievement
All curriculum and out-of-school activities are planned to ensure the participation of the whole range of pupils	Review curriculum and all out-of-school provision to ensure compliance with legislation	Curriculum and all out-of-school activities will be conducted in an inclusive environment with providers complying with all current and future legislative requirements	Autumn 2020 and on-going	Increase in access to all school activities for all disabled pupils

Classrooms are optimally organised to promote the participation and independence of all pupils	Review layout of furniture and equipment to support the learning process in individual classrooms and in the Hub	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Autumn 2020	Increase in access to the National Curriculum
Training for Awareness Raising of Equality Act	DB to provide training updates in staff meeting relating to Equality Act	Teaching staff aware of issues relating to Equality Act	As required	More inclusive school environment
Ensure access to specialist support is available to all learners and their families if required	A range of external agencies are utilised swiftly as required including support for SEMH need			

Improving the availability of accessible information to pupils with additional needs

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Planning duty 2: Information

Target	Strategy	Outcome	Timeframe	Success Criteria
Availability of written material in alternative formats if required	The school will seek advice from external advisors and SEND services for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Autumn 2020	Delivery of information to pupils with additional needs improved
Make available school brochures, school newsletters and other information for parents in alternative formats if required	Review all current school publications and promote the availability in different formats for those that require it e.g. on website	All school information available for all	Autumn 2020	Delivery of school information to parents and the local community improved

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, widened doorways, adapted toilets and washing facilities, adjustable lighting, blinds, and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways or changing the layout of classrooms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. e.g. through enlarged computer screens and keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as specialist pens and pencils.

Planning duty 3: Physical environment

Item	Activity	Timescale
Step to access sink in Indigo Class	Step to be used in Indigo Class	Autumn 2020
Accessible Toilet	Ensure ease of access for a wheelchair in accessible toilets	Autumn 2020
Fire Escape route via field	Improve access via field for wheelchair access	Summer 2021
Writing slope used as advised by PDSS	Writing slope to be provided for pupils identified by PDSS	Autumn 2020
Can children with physical disabilities access school grounds?	Maintain and review accessibility for all pupils	

Key SEN and Pupils with Additional Needs Actions in 2019-20

Date	Key Action	Future Action
AUTUMN TERM		
04.09.19	SEN room adapted for personalised learning for Y3 pupil	On-going
05.09.19	Senco asked Nursery teacher to complete Sp and L referral form for Nursery pupil	On-going
05.09.19	Reception staff given strategies received from Sp and L to implement with a pupil	On-going
09.09.19	Pupils to access personalised learning with SEN TA finalised	Staff to complete Learning Passports
09.09.19	SEN Autumn register completed	
12.09.19	Sp and L referral made for Nursery pupil	Pending
12.09.19	Educational Psychologist observed Y4 pupil	Strategies to be implemented
20.09.19	PDSS observed Y4 pupil re Care Plan	Strategies to be implemented
23.09.19	PDSS referral made for Y1 pupil	Pending
24.09.19	Senco met with Y3 mum re progress	
24.09.19	MHST Trailblazer meeting	
30.09.19	SEN Register updated	Staff to complete Learning Passports
08.10.19	E-mailed Camhs re Y1 pupil	On-going
09.10.19	Updated SEN Policy Updated Local Offer	
14.10.19	Sarah Sayburn, Hearing Impairment, observing Y3 pupil	Strategies to be adopted by staff
21.10.19	Staff given access to online Boxall Profiles	Profiles to be completed
25.10.19	Dwarf Awareness Day	
Half Term		

04.11.19	RE-sent EHCP Review for Y3 pupil as requested by SEND Keyworker	On-going
06.11.19	MHST Trailblazer meeting @ Kidsgrove	Strategies to be implemented
15.11.19	Meeting with Y3 pupil's mum re EHCP referral	Pending
18.11.19	Educational Psychologist to see Y3 pupil re EHCP	On-going
22.11.19	Meeting with Y3 pupil's mum re EHCP referral	Pending
25.11.19	Educational Psychologist to see Y2 pupil re EHCP	Pending
25.11.19	SEN Report/Policy/Local Offer e-mailed to SEN Governor	
10.12.19	MHST referral for Y3 pupil	On-going
16.12.19	EHCP application for Y3 pupil sent to EHC Hub	Pending
19.12.19	CAMHS questionnaire completed for Y4 pupil	On-going

SEN Actions During Lockdown and Summer Term 2020

All vulnerable and pupils with additional needs spoken to weekly via telephone conversation

Risk Assessments completed for 2 EHCP pupils

Parents/Pupils signposted to MHST drop-in service via website

JUNE

Secured place for Y3 Pupil at Springfield Special School (Final EHCP completed Sept 2020)

JULY

2nd AEN Funding accepted for Y4 Pupil from Sept – Dec 2020