



Slade Primary School

Accessibility Plan 2016-2019

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 every pupil matters.

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.

Areas of planning responsibilities

*Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits).

*Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education) *Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

Slade Primary School is a growing two –form entry school. In September 2012, the school began its expansion. There are now two classes in Reception and Years 1 to 4. By September 2018, the school will be fully expanded.

We also have a part time morning only Nursery which has 39 places. In addition, we provide a stay and play for 2—4 year olds on Thursday afternoon.

We are a 'good' school (OFSTED 2014) 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.

We are extremely proud to be part of a multi-academy trust, the Arthur Terry Learning Partnership. There are seven schools in the Partnership: Arthur Terry School, The Coleshill School, Stockland Green School, Brookvale Primary School, Hill West Primary School, Mere Green Primary School and ourselves. 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

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.

The school has children with a limited range of disabilities which include Autistic Spectrum Condition and visual impairment. 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.

This is in line with the school's Asthma and managing medication policies.

Increasing access for disabled pupils to the school curriculum.

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 fully embrace the 'Mastery' approach. The core principle of this is that every child is entitled to have access to their year group's curriculum. As a school, we have a responsibility to differentiate to ensure this is possible. 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 the potential 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 all.

Target	Strategies	Time scale	Responsibility	Success criteria
To develop staff expertise to deliver a rich and varied curriculum.	<p>Review staff training needs on curriculum access.</p> <p>Assign CPD for autism, dyslexia differentiation and recording methods</p> <p>Online learning modules if required</p>	On going	SLT SENCo	Staff will have a better understanding of how to differentiate the curriculum for children with SEND.
Ensure staff are aware of children's individual curriculum access needs.	<p>Set up a system of individual access plans for disabled pupils when required</p> <p>Information sharing with all agencies involved with child</p>	As required	SLT SENCo	<p>All staff are aware of and have a clear understanding of the needs of the children.</p> <p>Children have full access to all curriculum areas.</p>
All policies within the ATLP consider the implications of disability access.	Consider during policy review	Ongoing	HT/DHT SENCO 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	SLT SENCo Phase Leaders Class Teachers TA's	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	SLT SENCo Phase Leaders Class Teacher HT	Barriers to learning will be reduced or removed, enabling children to reach their full potential.

<p>To meet the needs of individual with visual impairment within the classroom to enable them to access the curriculum.</p>	<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>On going</p>	<p>Class teacher Phase Leader VI team</p>	<p>Pupil will be independent in accessing a broad and balanced curriculum, enabling them to reach their full potential.</p>
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Improving access to the physical environment of the school

Slade Primary School has grown recently into almost a two form entry school, the exception to this is the current year five class where this remains a single form at the current time. 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 impairment in classrooms to support visually impaired.	Seek support from VI team.	Ongoing	SENCo VI team VI visiting teacher	Seek support from VI team.
To further enhance the expertise regarding access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the IEP process when required</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</p> <p>If required</p> <p>Annually</p> <p>During recruitment process</p> <p>Annually</p>	<p>Head Teacher</p> <p>Deputy Head</p> <p>SENCo</p> <p>Phase Leaders</p> <p>All Staff</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
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in other languages. School office will support and help parents to access information and complete school forms	Ongoing	SLT SENCo staff Office staff	All parents receive information in a form that they can access
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SLT SENCo	Information produced is accessible to all.
Annual review information to be as accessible as possible	Develop the use of child friendly review formats.	Ongoing	SLT SENCo	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.	SLT SENCo Office staff	Pupils and parents feel well supported and included.