

Silverhill Primary School

Accessibility Plan

Completed by in March 2017

Review date March 2018

The School's Aims

- Embraces a partnership between the school and home
- Offers to each member the opportunity to grow in knowledge
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- Children will be helped to appreciate that they are members of the wider community in its richness and diversity
- Curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

Physical Access		
Target	Strategy	Outcome
<p>To review regularly and at least annually as part of the review of SDP, all areas of the school in order to ensure that there are no physical barriers to access for pupils with a wide range of disabilities.</p>	<p>To track progress against original audit information.</p> <p>To update the LA annually on progress and works carried out.</p>	<p>Full physical access to the curriculum. At the time of writing this document all children in the school are able to access all areas of the curriculum.</p> <p>Regular review of premises.</p> <p>Accessibility Plan progress reported to the Governor Health and Safety Committee.</p>

Curriculum Access			
	Target	Strategy	Outcome
Short term	<p>To make all staff aware of the Disability Discrimination Act (DDA) and the range of identified disabilities.</p> <p>To make all staff aware of the National Curriculum Inclusion Statements i.e.</p> <ul style="list-style-type: none"> • Setting suitable learning challenges • Responding to Pupil's diverse learning needs. • Overcoming potential barriers to learning and assessment for individual and groups of pupils. <p>To ensure all staff use these to inform differentiated planning and provision across the school.</p>	<p>This is covered through CPD and a yearly whole school update on the needs of the children and adults within school.</p> <p>Regular updates in weekly meetings for teaching staff and mid-day supervisors re needs of SEND children.</p> <p>Planning, teaching and learning scrutiny carried out on a termly basis for all teachers.</p> <p>Learning walk and feedback for TAs taking place each half term.</p> <p>Meetings for parents ,teachers and SENCO of SEND children at level 2 and 3 each term,</p> <p>TA timetables and intervention analysis scrutinised each term by SENCo.</p> <p>Pupil progress meetings for all children 6 times a year.</p>	<p>Staff awareness</p> <p>Differentiated planning and teaching which is accessible to all pupils. The use of a creative and skills based curriculum. A variety of learning styles catered for in planning.</p> <p>SEND children should make at least expected progress.</p>

Curriculum Access			
	Target	Strategy	Outcome
Short term	Audit of current interventions available within school.	Provision analysis.	All TA's have received training on provision analysis. They document the use of their time each term and also any intervention strategies used with individual children. The intervention details are initially recorded on a class sheet and the impact for each child is recorded. A copy of this sheet is given to the SENCO each term. These records are also transferred to the children's individual assessment folders, so that we can track the impact of intervention throughout their school career. The SENCO meets with the TA's once per term to discuss the use of their time and intervention strategies. There are now many different interventions available for specific needs.
	To make all staff aware of specialist support available	Directory of support available.	The SENCO is aware of a variety of support available and frequently advises staff, but is able to contact the Inclusion Officer or EP for advice when necessary. Regular discussions take place with teachers when there are concerns.
	To identify INSET needs.	CPD	Regular INSET takes place, including a bespoke training day off site for TAs in July.

	Carry out school audit of the 'wider curriculum' e.g. clubs, school visits etc to ensure that disabled pupils can participate.	Audit of all activities	At the time of writing, all activities are accessible to all children in school. To ascertain if a child should take part in a residential visit, all risks are considered and a discussion meeting takes place with parents.
Medium term	To look at potential intake for following term/year to identify training needs.	To provide access training relevant to whole school, individual and pupil needs.	As a result of relevant training staff feel competent and supported in dealing with the range of disabilities in school. Reception staff speaks to every new child's parent before they start school to ascertain if any special provision is required.
Long term	To develop and maintain the above on an annual basis.	Training is provided on a regular basis about new statutory requirements, or aspects of SEND such as dyslexia.	The school has a wide range of teaching styles (evidence from planning) and resources available for all the areas of the curriculum. The SENCO, teacher and TA's receive regular training on a wide variety of strategies to ensure that we are able to cater for the needs of all the children. All practice is reviewed termly within the framework of the SENCO meetings with the TA's and teachers and annually at a SMT meeting.

Access to information			
	Target	Strategy	Outcome
Short term	To identify in any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to the information.	Audit of information	<p>Currently we need to provide support for a family where the parents are deaf. We are providing interpreters for key events and a sum has been allocated within the budget to cover the costs.</p> <p>As far as we are aware, at least one parent from the family speaks good English and therefore translation is not necessary at the present time. This will be regularly reviewed.</p> <p>If necessary, the Support Services will be contacted for advice.</p>
Medium Term	To audit current client groups of parents and pupils.	Create alternative means of communication as needs are identified.	<p>SENCO to monitor the requirements of any new children.</p> <p>Review of information from parental questionnaires.</p> <p>Teachers to be aware of any parents who are not responding to information sent home and inform the DDA co-ordinator (SENCO).</p>
Long Term	To maintain above practice and review on an annual basis.	Regular review of need and delivery of alternative formats as needed.	Information available to parents and pupils is provided in alternative formats as and when required.