**Holcombe Brook Primary Accessibility Plan 2018 – 20 LIVE**

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| **Access to the Curriculum** | | | | | |
| **Priority** | **Lead**  **People** | **Strategy/Action** | **Resources** | **Time** | **Success Criteria** |
| Further develop inclusive, quality first teaching | All teaching staff | Information for teachers on differentiating and personalising the curriculum for pupils with additional needs | Staff meetings/workshops as req | ongoing | Increased access to the curriculum.  Needs of all learners met with reasonable adjustments.  Lesson observations/data show that all children make progress across a series of lessons |
| Include awareness of specific barriers affecting pupils | J McLoughlin, School Nurse, Additional Needs Team | SEN updates, Diabetes training, Epipen training, Team Teach training, ACEs training | Staff meetings, resources | ongoing | Pupils with SEN and SEMH barriers are included within the curriculum with little time lost to learning due to medical, physical or social/emotional needs |
| **Access to the Physical Environment** | | | | | |
| **Priority** | **Lead**  **People** | **Strategy/Action** | **Resources** | **Time** | **Success Criteria** |
| Improve the quality of the environment for children with specific emotional needs | SENCO/Pastoral Manager | Develop nurture/crisis space for pupils to achieve calm  Use of current space to provide ‘chill out’ areas | H&S budget /PTA | From Jan 18 | All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space  Incidences of emotional/behavioural based conflict are reduced |
| Safe access around exterior of school | Caretaker  H and S Govs | Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise | Cost included in grounds maintenance contract | Ongoing | Disabled people to move unhindered along exterior pathways. |
| **Access to Written Information** | | | | | |
| **Priority** | **Lead**  **People** | **Strategy/Action** | **Resources** | **Time** | **Success Criteria** |
| Availability of written material in alternative formats | Admin team | All staff and parents aware of services available for requesting information in alternative formats  All parents have access to the School SEND offer on the website | Contact details & cost of translation/ adaptation | From Jan 18  Update offer Nov 18 | Written information available in alternative formats and languages, on request.  All admin staff, parents and community users know how to access alternative formats. |

**Aim 1** **To increase the extent to which disabled pupils can participate in the school curriculum**

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|  | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| **SHORT TERM** | To liaise with Nursery providers and other schools to review potential intake/new entrants for Sept 18 and identify specific pupils with additional needs. | To identify pupils who may need additional to or different from provision for Sept 18 intake. | September  2018 | HT  EYFS teacher | Procedures/equipment/ ideas set in place by September 2018. |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure. | To comply with Equality Act 2010. | Ongoing  2018/20 | HT  All teachers | All policies clearly reflect inclusive practice and procedure. |
| To establish close liaison with outside agencies for pupils with ongoing health needs. Eg children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel. | Ongoing throughout  2018/20 | HT  TAs  Outside agencies | Clear collaborative working approach. |
| **MEDIUM TERM** | To finely review attainment of all SEN pupils. | SENCO/Class teacher meetings/Pupil Progress  Scrutiny of assessment system  Regular liaison with parents.  Assess, Plan, Do, review cycles follow a graduated approach with termly review meetings | Termly | Class teachers  SENCO | Progress made towards targets  Provision mapping shows clear steps and progress made. |
| To monitor attainment of Able, G&T pupils. | Policy and G&T list to be updated  G&T booster groups/activities/cluster  Monitor Able G&T list. | Ongoing  Annually | G&T co-ordinator  Class teachers | G&T children making proportionate progress  Achieving above average results. |

**Aim 2 To improve the physical environment of the school to increase the extent to which individuals with a disability can take advantage of education and associated services**

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|  | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| **SHORT TERM** | Improve physical environment of school. | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | Ongoing  Sensory garden Nov/Dec 2018 | SMT | Enabling needs to be met where possible. |
| Ensure visually stimulating environment for all children. | Colourful, lively displays in classrooms and inviting role play areas. Awareness of needs of pupils with ASD in terms of non cluttered environment | Ongoing | Teaching and non-teaching staff. | Lively and inviting environment maintained. |
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect to be constantly reviewed | Head Teacher  SMT  Occupational Health |  |
| To ensure parents with a disability have every opportunity to be involved. | Utilise disabled parking spaces for disabled to drop off & collect children.  Arrange interpreters to communicate with deaf parents where needed.  Offer a telephone call to explain letters home for some parents who need this. | With immediate effect to be constantly reviewed | Whole school team.  With immediate effect to be constantly reviewed. | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child’s education. |
| **LONG TERM** | Continue to develop playgrounds and facilities. | Look for funding opportunities. | Ongoing | Whole school approach. | Inclusive child-friendly play areas. |
| To ensure driveway, roads, paths around school are safe as possible. | Communication with parents via safety messages/letters/walk to school week.  Bikeability for Year 6 children. | Ongoing | PSHE Co-ordinator  SMT | No accidents |

**Aim 3 To improve the delivery of information to pupils and parents with any disability.**

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|  | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| **SHORT TERM** | To ensure all children with SEND have access to the curriculum. | Regular parental communication.  Individualised multi-sensory teaching strategies used where appropriate | Ongoing | All staff to be aware of individual and group needs | SEND pupils able to access curriculum |
| To use full range of media to communicate with parents. | Admin team and SLT ensure communication to parents is via several means | Ongoing | Admin team/SLT chase up any perceived breakdown in communication | Parents feedback good |
|  | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| **MEDIUM TERM** | To review children’s records ensuring school’s awareness of any disabilities.  To comply with GDPR and Safeguarding requirements | Information collected about new children.  Records passed up to each class teacher during transition periods.  End of year class teacher. | Annually and ongoing as need arises | Class teachers  TAs  Outside agencies. | Each teacher/staff member aware of disabilities of children in their classes. |