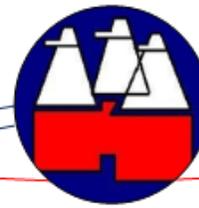


Accessibility Plan

Nov 2017
(Review Nov 2020)



Paddock Wood Primary School

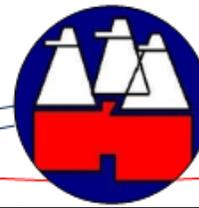
Accessibility Plan

- A: Increased Access to Curriculum for Learners with Learning Difficulties and Disabilities
- B: Improved Access to Physical Environment to increase access to education and associated services
- C: Improvements in the provision of information for pupils and adults with Learning Difficulties and Disabilities

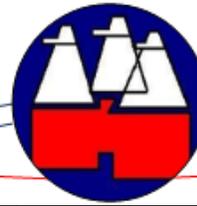
A: Access to Curriculum	Success criteria	Monitoring and Evaluation
<p>SEN Team: Lisa Maynard, SENCo Tina Bryan, Inclusion Manager Charlotte Gunning, PSA Mandy Delaforce, SEN TA Jayne Hill, Admin & TA</p>	<ol style="list-style-type: none"> 1. Increasing the extent to which Learners with Learning Disabilities and Difficulties are able to participate in the school's curriculum. 2. Building upon inclusive ethos by ensuring that every child has equal opportunity to access curriculum and achieve progress. 3. Year Group Leaders and Class Teachers support the needs of every child in their class, effectively and confidently taking responsibility for differentiated learning objectives and activities, and allocating resources in order to meet the wide and diverse range of learners in their classroom. 4. Use of ICT is integral to the curriculum, including learning support programs, safe Internet access for research, word processing resources and alternative programs to evidence children's learning. ICT is available and children with disabilities and difficulties are able to record and learn effectively. 	<ol style="list-style-type: none"> 1. A transition meeting in the term prior to school entry, between FS Leader, SENCo and individual children's parents, to ensure appropriate support will be in place at child's entry. Provision to be evaluated and reviewed one term after admission. 2. Continuous evaluation of school's effectiveness in including every child in our school community. 3. SENCo to support teaching staff, children and parents in accessing appropriate strategies, resources and outside agency intervention as appropriate. 4. Leadership Team to monitor progress of children vulnerable to enjoyment and achievement in school and include effective measures of support in School Improvement Plan. 5. Audit Teaching Assistants' strengths and areas of specialism and allocate staff to match with children at appropriate levels and identified learning difficulties. Provide opportunity to further develop teaching support staff with training and guidance, use of appropriate strategies and resources and direct liaison with outside agencies



	Action	Lead person(s)	Time/resources	Financial implications 1. School 2. Other	Timescale	Monitoring focus
1	<p>Early identification and assessment of learning difficulties:</p> <p>1.Communication & Interaction 2.Cognition and Learning 3.Social, Emotional & Mental Health Needs 4. Physical and/or sensory needs</p>	FS/KS1 staff SENCo	<p>1.Parent consultation 2.Staff observation 3.Teacher assessment readiness for formal learning programmes eg RWI 4. As a result of observations, assessment using speechlink / languageline and BEAM given for targeted children.</p>	<p>1.Staffing FS:3x classroom TA Provision maps with SMART targets. Additional specific support for children identified by STS who may have SEN.</p> <p>KS1: 3 x classroom TA deployed with flexibility. Additional specific support for named children with SEN.</p>	<p>Annual review of provision</p> <p>Agreed June/July each year end</p>	<p>Monitoring of learning and teaching indicates that every child accesses broad and rigorous curriculum in order to achieve progress in learning, movement and coordination skills, speech and language and social communication skills, emotional literacy and development of social skills.</p>
2	<p>Class teachers regularly assess children's progress with reference to EYFS profiles in Yr R and NC level descriptors, for children from Yr 1 forwards. NC levels to be moderated and agreed between staff on transition between year groups. SENCo to use P levels to show progress for children working Below Key Stage.</p>	SENCO SLT	Regular cycle of assessment and progress review.	Teaching staff released from classroom for progress review meetings	3x yearly	Accurate records of attainment for all pupils. Realistic target setting.
3	1. Review evaluative Provision Maps to record any learning and teaching activity which is different to or in addition to normal classroom practice.	SENCo YGL Class Teachers	Provision Maps set early in term 1, term 3 and term 5. All children with SEN, EAL and Pupil	None	Reported and shared with parents at 3 main assessment	Learning support focused and achieves specific targets



	Interventions are specific and targeted, supported with entry and exit data or comment. 2. Personalised plans are planned by SENCo for children with High Needs Funding or an EHCP.		Premium are shown on provision maps. They are reviewed at regular Pupil Progress Meetings. Class teacher and TA liaison re further differentiation and use of resources for vulnerable and disadvantaged children		points.	
4	Good and outstanding Learning and Teaching to involve using strategies to challenge pupils across the wide range of ability, assessment for learning strategies to ensure effective differentiation, and learning activities selected and pitched to engage children's abilities and styles of learning. Planning and adapted curriculum preparation in Year Group teams enables creative and diverse thinking to provide children with opportunities for learning both independently and collaboratively, with every child achieving progress in lessons.	Class teachers SLT	PPA sessions Creative curriculum plans and structures SLT meetings	Normal allocation	Following pupil progress reviews.	Children achieve successful completion of tasks set in class All pupils able to achieve and make continuous progress
5	Children who have a physical disability or learning difficulty which forms a barrier to learning	SENCo ICT Manager Class teachers	PPA LIFT consultations and referrals to STS	Additional IT resources	As required	Children are able to keep up with their peers and achieve good



	progress are assisted by appropriate technology in order to record their work effectively, conserving energy and time and effectively keeping up with their peers		for guidance. Technological equipment as recommended by STS			outcomes using IT for sustained written work when appropriate.
6	Further develop effective deployment and use of TAs as resource to support children's learning	Class teachers TAs Deputy HT SENCo	1.TAs to access planning in order to provide planned support and be prepared for learning and teaching activity. 2.Contact time with teachers and TAs to discuss children, strengths and weaknesses, management and use of time. 3.Training to develop TAs knowledge, skills and resources 4. Children with SEN/EHCP to access recommended hours of support including other children as appropriate	None, additional time already allocated within budget	Following pupil progress reviews	Year group teaching staff working closely together to support children and achieve outcomes



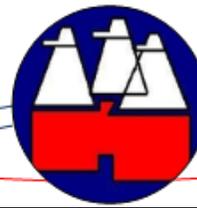
7	Continue to develop TA support using appropriate intervention, strategies and resources	Deputy HT SENCo	<ol style="list-style-type: none"> 1. DHT/SLT to review survey of TA strengths and experience and maximise use of resource with increased flexibility between classes 2. TA training programme to further develop skills 3. Access to training for specific intervention as appropriate to cohort and need 4. Networking with other schools through LIFT meetings 	<p>None, excepting outside agency courses (eg BEAM, Language for Learning)</p> <p>SENCo</p>	Ongoing	<p>Effective professional development for TAs</p> <p>Effective support for learners</p> <p>Access to resources and programmes outside our school</p>
8	Children with barriers to emotional well-being to access targeted individual or group support	SENCo Inclusion Manager	<ol style="list-style-type: none"> 1. Time-related 1-to-1 or small group intervention to resolve and support emotional difficulties 2. Link with CiN meeting plans and Social Services intervention 3. Parents and teachers may access support for children through communication with SENCo 	<p>Inclusion Manager and Mandi Biddolph (Bereavement support Trained TA)</p> <p>Outside agency support accessed through Early Help or at cost (dependent on individual agency fees)</p>	Ongoing and needs driven	<p>Children who access support learn to manage their feelings and develop resilience to difficulties</p> <p>Children with diagnoses of specific Learning Difficulties receive continuous emotional and pastoral support as they progress through school</p>



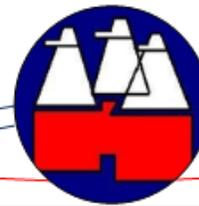
			Support to be recorded in Provision Maps May use SDQ for entry and exit data			
--	--	--	---	--	--	--

B: Access to Physical environment	Success criteria	Monitoring and Evaluation
	<ol style="list-style-type: none"> Physical accessibility to all areas of school site and appropriate accommodation of needs and access to equipment for children and adults who have physical disabilities. Physical accessibility to education and related services for children and adults who have physical disabilities Inclusion for physically disabled children who may be dependent on named adults for personal hygiene 	<ol style="list-style-type: none"> Visit from Specialist Teacher for Disabled to assess and advise on facilities and current level of provision. Security fencing has been erected and an electric gate has been installed which is of adequate width for wheelchair access and provides users with enough time to pass through. Visiting Specialist teachers' and therapists' evaluation of facilities, classrooms and resources in place for learners DHT to identify support staff training needs and discuss findings with Leadership Team

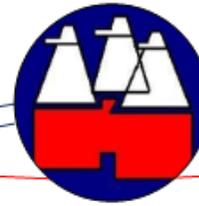
	Actions	Lead person(s)	Time/resources	Financial implications 1. School 2. Other	Timescale	Monitoring focus
1	To review and improve the Care Suite in FS in order to maximise space and provide safe and practical facilities for a child or adult who has a physical disability, or a child and the adult who supports them in personal care and hygiene needs.	LT Premises Manager Governors Premises manager Caretaker	<ol style="list-style-type: none"> A changing bed has been installed in order that an adult can assist in personal care needs. Toilet seat to be accessible by a child with physical disabilities, using a step or rail as needed. Care Suite to be clean and equipped with a changing bed, wash 	Alteration to changing bed or mat, cost of equipment and works Toilet step Rails to be fitted, works Consumable materials to be replenished regularly		Facility will be accessible to school community and all school users



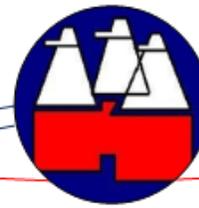
			facilities with hot and cold water from level-style taps.			
2	To equip the KS1 Care Suite to be a suitable place for children and adults with disabilities to attend to personal care and hygiene needs	SLT Premises Manager Governors Premises manager Caretaker	1. Step for height and stability as needed 3. Supplies of tissues, wet wipes, soiled clothing bags to be available at all times. 4. Common changes of underwear and individual named children's clothing in bags to be stored discreetly	Consumable materials to be replenished regularly		Care Suite is clean, orderly and appropriate for use
3	To equip the KS2 Care Suite to be a suitable place for children and adults with disabilities to attend to personal care and hygiene needs	SLT Premises Manager Governors Premises manager Caretaker	1. Taps to be lever style for users with physical disability 2. Supplies of tissues, wet wipes, soiled clothing bags to be available at all times. 3. Common changes of underwear and individual named children's clothing in bags to be stored discreetly	Cost of sanitary ware Consumable materials to be replenished regularly	Ongoing	Care Suite fit for purpose and hazard-free for all users
4	Replace external light switches to the wheelchair accessible toilets with internally fitted ceiling mounted pull cord type to finish at a height between 750mm and 1000mm above the floor level	Governor, premises committee Site Manager Contractors	During school holiday periods	Light switch fitments		Children and adults with disability can turn light on and off independently



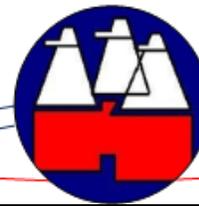
5	Install an emergency call alarm system with external warning light to the wheelchair accessible toilets. Ensure that pull cord incorporates two red 50 dia. bangles, one set at 100mm and the other 900mm above floor level	Governor, premises committee Site Manager Contractors	as			Children and adults with disability are able to summon assistance in an emergency
4	1.Update Moving and Handling training for staff 2. Positive Handling Risk Assessment forms completed and shared with relevant teaching staff	1.All teaching and support staff who may need to provide physical support to a child with disabilities need training (as required) to protect themselves and provide best support for the child: SENCo Teachers TAs 2.Risk assessments to be individualised for vulnerable children and support staff	Training for positive handling completed by: Lottie Barnden Lisa Maynard Tina Bryan Mandy Delaforce	4 members of staff for 1 day.		Risk assessment for individual students. Moving and handling of disabled children is safe for children and carers.
5	Review Moving and Handling policy.	SENCo to review.				Moving and handling policy (to include Positive Handling).



C: Communication - access to information for children and adults with learning difficulties and disabilities and additional needs including EAL	Success criteria	Monitoring and Evaluation
	<ol style="list-style-type: none"> 1. Disabled children and adults are able to enjoy all aspects of belonging to school community. 2. Equipment, resources and technology are modified to ensure full participation by disabled users. 3. Information relating to all aspects of school is accessible to disabled children and adults. 	<ol style="list-style-type: none"> 1. Policies reflect the school's commitment to including disabled pupils in keeping with Single Equality Scheme 2. Policy and practice are in line with Disability Discrimination Act. 3. Newsletters and documents to be read and completed by parents to be available in modified format on request (eg alternative language, enlarged text, reading support)



No	Actions	Lead person(s)	Time/resources	Financial implications		Timescale	Monitoring focus
				1. School	2. Other		
1	Monitor attendance and punctuality	Lisa King EWO	Electronic register, prompt follow-up of absences Late book Targets for attendance and punctuality			Continuous	Improved attendance and punctuality
2	Increased support of vulnerable children and families	SENCo PSA Inclusion Manager Inclusion Manager	Early Help process and agency support Mentoring – 1 to 1 and group sessions Lunchtime Club Drop-in sessions Transitional support at each KS. Access to PSA			Ongoing	Children and families identified as vulnerable for various reasons or in need of outside agency intervention for pastoral help are supported in gaining access to specialised support as appropriate Parents and children benefit from improved relationship with school. Mutual respect and trust between home and school.
3	Use visual cues, signage and displays to guide children and adults with difficulties and disabilities in and around school Clearly visible painted edging to doors	SLT Class teachers Administrative staff Caretaker	Posters, arrows, clear plan of school in vestibule			In line with school redecoration schedule	Pupils and visitors to school will be able to find their way Visual timetables will be available to children who need them Visual cue cards and signs used to support behaviour and learning Partially sighted children and adults are able to walk safely and independently around premises



4	Improve delivery of information to disabled pupils and families	Administrative staff SENCo Website manager	1..Routine letters available in alternative languages or enlarged text, or reading support <u>on request</u> 2.Information available on website to be accessible, using visuals whenever possible			All parents have access to information regarding what is happening in our school.
5	Availability of support for parents to read, understand and respond to school letters and documents	Administrative staff SENCo Inclusion Manager	Identification of those who would benefit and raise awareness of support available			Effective communication with vulnerable families.