



ACCESSIBILITY ACTION PLAN 2019-2022

Article 4: ‘The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.’

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

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

TARGETS	STRATEGIES	Timescale	People with responsibility	Success Criteria
SHORT TERM TARGETS				
To ensure that all children can access the curriculum fully (relevant training and guidance)	To understand the needs of each child. When appropriate, to provide CPD for staff to ensure that the needs of all children in school are met. To work with and refer to other professionals eg: SEND Team, Educational Psychologists, ASD team, SALT team, OT team, EAL team, hospitals) to gain additional support and advice	Ongoing	HT SENCO All class teachers Governors to monitor training received and specialised support	Children with specific needs are supported in accessing the curriculum where there are no barriers to learning
To ensure that resources are available to meet the individual needs of pupils	Differentiated support is provided to the relevant children through the use of resources and teaching assistant support. A range of support staff including those trained to meet specific needs. Use of interactive ICT equipment. Specific equipment sources from outside agencies as required e.g. visual impairment, OT requirements, cognition and learning	Ongoing	HT SENCO All class teachers	Children with specific needs are supported in accessing the curriculum where there are no barriers to learning

To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
To support mental health issues	To provide lessons around anxiety (support from the school nurse). Positive Wellbeing week (March 2019) Relax Kids sessions which involve all children and parents Counselling sessions organised via the CoL Lessons centred around cyberbullying Mindfulness Introduction of The Daily Mile which should support mental health agenda as well as physical Intervention groups for specific children including Rainbows which supports bereavement	Ongoing – Spring term 2019 to focus on improving children’s mental health	HT All Teachers	Children with anxiety and other mental health issues have more coping strategies to deal with these needs
In advance of children starting St Benet’s, to liaise with any Nursery providers and parents of children starting our Reception or Nursery cohorts (to ensure a smooth transition) as well as any mid-year	To identify pupils who may need additional support in the form of resources, adaptations or physical support (eg: 1-1 support) To liaise with the prior placement and/or parents as well as reading over any reports from specialised agencies	Ongoing, depending on intakes into school	HT All Teachers	To ensure that all children have a smooth transition into St Benet’s
To review all statutory policies to ensure that they reflect inclusive practice and procedure	All policies comply with the Equality Act 2010 and consider the protected characteristics	Ongoing throughout the current plan	HT SENCO All subject leaders	All policies clearly reflect inclusive practice and procedures.

MEDIUM TERM TARGETS				
To closely monitor and review the attainment and progress of all pupils with identified SEND.	SEND Meetings between parents and class teacher to discuss SEND Support plan. Meetings with class teachers and support staff to monitor and review the impact of interventions and identify next steps for each child/group of children. Termly review meetings with class teachers and the SENCO to review progress and identify next steps for children with SEND.	Termly	HT SENCO Class teachers Support Staff Parents	Progress for children with SEND (based on their starting points) can be seen on iTrack/class tracking sheets. Children make clear progress towards their personal targets.
To promote the involvement of pupils with disabilities in all classroom activities	Within the curriculum, the school aims to produce full access to all aspects of the curriculum by providing (where appropriate): Wheelchair access Modified Large Print for the visually impaired.	Ongoing as required	SENCO Class teachers	A variety of learning styles and multi-sensory activities are evident in class planning and within the classroom.
To take account of the variety of learning styles within the class when teaching across the curriculum	Features such as sticky keys and filter keys to aid disabled users in using a keyboard, coloured overlays used for reading and exercise books used for writing for children with dyslexia EAL training for relevant staff SALT support for relevant children Giving alternatives to enable disabled pupils to participate successfully in lessons. Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. Discussing people with disabilities in PSHE lessons.	Ongoing as required	SENCO Class teachers	The needs of all pupils, parents and staff with disabilities are represented within the school. Opportunities for pupils to work with people with disabilities are evident across the school.

To monitor the attainment of more able and gifted and talented pupils	To update the More Able and G&T policy accordingly. To provide opportunities for MAT/GT pupils to be challenged and extended. To monitor the progress made by MAT/GT children throughout school.	Ongoing	HT SENCO Class teachers	MAT/GT pupils make proportionate progress to reflect their abilities and needs. Class planning and classroom activities demonstrate opportunities taken to extend and challenge MAT/GT children.
LONG TERM TARGETS				
To evaluate and review the short term and medium targets documented above at least annually	To ensure the above strategies have been implemented. To evaluate progress and identify next steps.	Annually	HT SENCO Governors	All children in school are making at least good progress (based on their starting points). The additional needs of all children are fully met. The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children.
To deliver findings to the Governing Body	To share information and findings during Resource Committee and Curriculum Committee meetings.	Annually	SENCO SEN Governor Governors	All Governors are fully informed about SEN provision and the progress made by these identified children.

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

TARGETS	STRATEGIES	Timescale	People with responsibility	Success Criteria
SHORT TERM TARGETS				
To improve the physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments to the school grounds such as improved access, lighting, colour schemes and more accessible facilities and fittings.	Ongoing – New classroom lighting (internal and external) in February 2019 Painting of school classrooms 2020/21	HT SENCO Governors	The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receives), every attempt will be made by the school to overcome any barriers that may arise.
To ensure that the whole school environment is visually stimulating for all children	Colourful, lively displays are created in all classrooms. Communal areas including Caroline’s Library and the Peace Garden are kept tidy and colourful, lively displays are produced. A range of resources and props are used to engage, motivate and stimulate children. All parts of the school are welcoming and inviting.	Ongoing	HT – display audit/monitoring All staff	The whole school environment is tidy The whole school environment is colourful, lively, inviting and engaging.
To ensure that all people with a disability are able to be fully involved in school life	To discuss access arrangements/ reasonable adjustments for individual children with disabilities as part of the SEN Support / EHCP process.	Ongoing	HT Governors All staff	The needs of all people are met, where possible.

<p>To ensure that the medical needs of all pupils are fully met within the capability of the school</p>	<p>For those children with Individual Care Plans (IHCPs), to meet with parents regularly (usually every 6 months) to ensure that their needs are met and any reasonable adjustments to be made/ training required are put into place To ensure that all parents are aware of the need to disclose any medical needs for their child, before they start St Benet's.</p>	<p>Ongoing- where appropriate throughout the year</p>	<p>HT Governors All staff</p>	<p>The medical needs of all people are met, where possible. All children with specific medical needs are able to participate fully in school life.</p>
<p>To ensure that the emotional needs of all pupils are fully met within the capability of the school</p>	<p>Intervention groups to support children with any emotional difficulties including Zippy's Friends, Rainbows, Social Stories LGBT+ Friendly school- promotion of acceptance and equality for all Visitor toilets are Unisex and are easily accessible for any child to use, if applicable</p>	<p>Ongoing</p>	<p>HT Governors PSHE Co-ordinator All staff</p>	<p>The emotional needs of all people are met, where possible. All children with specific emotional needs are able to participate fully in school life.</p>
<p>To ensure that parents and carers with disabilities have every opportunity to be involved in school life</p>	<p>Visitor/accessible toilet in the entrance way is available to everyone and is wheelchair accessible. If appropriate, to arrange interpreters through the LA to enable staff to communicate with EAL or hearing/visually impaired parents. To offer a telephone call/ quick chat to explain letters home for parents who may need reassurance or support with literacy skills. To reserve seats in productions for parents with disabilities, to eliminate any pain or anxiety. To adopt a proactive approach to identify the access requirements and needs of disabled parents.</p>	<p>Ongoing- where appropriate</p>	<p>HT Governors All staff</p>	<p>To ensure that disabled parents and parents with EAL are not discriminated against. To ensure that disabled parents and parents with EAL are encouraged to take an interest in and be involved in their child's education.</p>

MEDIUM TERM TARGETS				
To improve community links	St Benet's RC Primary School continues to have strong links with the Diocese, the Local Authority and the wider community. Opportunities to participate in community events and promote disabilities to develop positive attitudes among children are encouraged eg: Disability sports within the sports partnership, SEND events	Ongoing	HT / DHT SENCO Class teachers	Children, parents, staff and governors have an improved awareness of disabilities within the school community, the local community and the wider community. Improved community cohesion is evident.
LONG TERM TARGETS				
To continue to develop the playgrounds and facilities to ensure they are accessible for all	To continue to develop the school grounds with equipment and specialised coaches for lunchtime activities using Sports Premium funding. Additional resources used to stimulate those children with sensory needs Access grants and funding opportunities that are available.	Ongoing	HT / DHT Governors	The playground and resources are accessible for all pupils, parents, staff, visitors and governors. Play equipment is age appropriate and accessible for all pupils. Playgrounds are inviting, engaging and inspiring for pupils and develop their skills in many areas.
To ensure that the driveway, roads and paths in and around the school are as safe as possible	Caretaker to continue to carry out checks to ensure safety on the school site and for teachers to report any issues to caretaker/ HT as soon as possible. Paths with any potholes/speed bumps with any loose screws etc to be fixed as soon as possible to avoid any accidents. Communication with parents to ensure parking is safe and walking to school is encouraged. Whole school participation in walk to school events- WOW event starting in May 2019.	Ongoing	HT / DHT Caretaker Class teachers	Reduction in accidents. Accident forms to be completed as needed and evaluated to reduce future incidents. Checks to be logged to ensure completion.

Aim 3: To improve the delivery of information to pupils and parents with disabilities.

TARGETS	STRATEGIES	Timescale	People with responsibility	Success Criteria
SHORT TERM TARGETS				
To support parents with any disabilities that they may have eg: hearing impairment, reading difficulties, mental health related issues	Regular communication via letters, email, newsletters, twitter and texts with parents. Reassurance for some parents and separate meetings (if appropriate) to accommodate their needs	Ongoing	Class Teacher HT Office staff	A positive home-school partnership is evident. Parents feel included in school events and activities.
To ensure that all children with ASD have access to the curriculum	Regular parental communication as well as positive use of any home-school record books (where appropriate). Individual SEN Support Plans / EHCP plans written to meet the needs of each child and identify the specific support that will be put into place. Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development. Staff training as required as children move through school. Clear communication between school staff to ensure smooth transition between classes.	Ongoing	SENCO Class Teachers Support Staff	ASD children can access the curriculum and make progress against their own targets. Parents and other agencies attend school SEN Support and EHCP review meetings. Staff receive appropriate training to ensure they are able to meet the needs of individual children fully.

<p>To ensure that all children with speech and communication difficulties have access to the curriculum</p>	<p>Weekly SALT worker sessions in school for those targeted children which provides feedback to staff and parents to share the techniques that are taught to support understanding. Staff to liaise with Speech and Language Therapists (SALT) to ensure that such provision continues within the classroom for the benefit of the children.</p>	<p>Ongoing</p>	<p>SENCO Class Teachers/ support staff</p>	<p>SALT children can access the curriculum and make progress against their own communication targets. Resources are used to develop understanding of vocabulary and concepts when needed. Staff meet with the speech therapist to ensure appropriate support. Parents are provided with feedback which discusses their child's progress with their speech as well as activities to reinforce this learning at home.</p>
<p>To enable improved access to written information for pupils, parents and visitors</p>	<p>Discussions with parents to identify any needs they may have. To use suitable font and size using modified large print for tasks and reading books, if needed to support people with visual impairments. Ensure signage around school is accessible in languages spoken by our families. Use EAL team translators to convey messages when needed.</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Parents with literacy difficulties or EAL can access school communications. School resources are appropriate for children with EAL or literacy difficulties.</p>

MEDIUM TERM TARGETS

<p>To review children's records to ensure that the school is fully aware of any disabilities</p>	<p>Information is collected about all new children in the starters' pack. To ensure a smooth transition, SEN support plans and resources that work well for a child are shared. Significant information (such as parent meetings/SEND Meetings are recorded on CPOMS and easy to access). Discussions take place between staff to ensure full awareness as part of our transition arrangements. Parents and other agencies participate in SEN Support Plan and EHCP review meetings to ensure the most up-to-date information is shared with the school. Medical needs are identified by parents and plans are updated regularly.</p>	<p>Ongoing</p>	<p>HT / DHT Office staff Class teachers</p>	<p>Each class teacher and all appropriate support staff are fully aware of the needs and disabilities of children in each class. Transition arrangements are thorough to ensure all information is passed on. The needs of new starters are collected by office staff</p>
<p>LONG TERM TARGETS</p>				
<p>To review and amend the in school records that are kept for each child to ensure clarity and cohesion</p>	<p>Review records that are kept and the information that is required. As changes are made, add new forms to the new starter's packs but also ensure that they are completed for all existing pupils. Continue to ensure clear communication is in place between school and home to ensure changes are shared with school as soon as possible.</p>	<p>Continual review and improvement</p>	<p>HT / DHT Office staff</p>	<p>There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required.</p>

Date of Implementation: **March 2019**

Date of Review: **March 2020**

End of Plan: **March 2022**

Signed Head Teacher: **C Harper**

Signed Governor: **B Davison (Chair of Governors/ SEND Governor)**