

1. Accessibility Policy and Plan – Legal Requirements

- The Accessibility Policy and Plan are statutory requirements and are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability, of the Equality Act 2010. It also impinges on the statutory guidance from April 2014 concerning support for pupils in school with medical conditions together with the special educational needs and disabilities (SEND) legislation from September 2014 requiring schools to publish their Local Offer on the school's website.
- School governors are accountable for ensuring a compliant policy is drawn up on a three year rolling programme of implementation, review and reporting (see Governing Body Work Schedule). The plan is based on what might be reasonably anticipated within the resources available to the school.
- This plan should be read in conjunction with the school's documentation concerning equalities legislation, management of medical conditions and the SEND Local Offer.
- The plan is published on the website to support and inform parents.
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2. Aims of the Policy and Plan

To improve the extent to which everyone, including disabled pupils:--

- Can participate in the school **curriculum** (cross referenced to **C** in the plan).
- Can access the physical **environment** so as to take better advantage of educational provision (cross referenced to **E** in the plan).
- Can access and act on **information** (cross referenced to **I** in the plan).

3. Our Rationale

- We are committed to providing an accessible environment and curriculum which values and includes all pupils, staff, parents and visitors, regardless of their individual needs.
- We are committed to challenging negative attitudes about disability and accessibility.
- We are committed to continually developing a culture of awareness, tolerance and inclusion.
- We acknowledge that there is a need for on--going awareness raising and training for staff and governors in the matter of disability discrimination.
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4. Lead Responsibility

- Governors
- Headteacher and SENCO



Accessibility Plan

School Name Paganel Primary


Dates: From September 2017 To September 2020 (3 years – to be reviewed annually)

Summary of Success For Everyone Audit:

Standard	1	2	3	4	5	6	7	8	9	10
Audit	7	8	7	7	9	6	9	7	9	10

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates Short term 1YR Medium term 2YRS Long term 3YRS
		What/How	Lead	Resources		
Teaching and Learning 6.6 The teacher plans the deployment of support in the classroom with a clear rationale for achieving outcomes for children and young people.	C, E	To plan and deliver intervention programme/and or whole class teaching pitched at ARE. To provide CPD to highly skill staff. Staff to support vulnerable learners across year groups – e.g. Boys, PP, SEND, EAL, LSP, HSP Ensure that learning takes places in a well organised environment accessible to all.	RWI - CB Reading – HK Precision teaching- SO	RWI Fresh Start Springboard Rapid Reading programme Precision teaching Pre teaching	Learning is clearly differentiated <ul style="list-style-type: none"> - Book look - Learning walks - Pupil voice Increase number of children accelerating their progress / working at ARE All classrooms are accessible.	Ongoing

<p>Teaching and Learning 6.5 Opportunities are provided for children and young people to record their work in a variety of ways.</p>	C, E	<p>Children to have access to a number of resources to record their learning.</p> <p>Staff to provide tools to support each child's learning needs.</p> <p>To improve the outdoor learning area – forest school.</p>	<p>Class teachers</p> <p>Intervention adults</p>	<p>Clicker 6</p> <p>Communicate in Print</p> <p>Nelson Handwriting</p> <p>Chrome Books</p> <p>Ipads</p> <p>Electronic devices</p> <p>Link2 ICT – BGFL 365</p> <p>Task Boards</p> <p>Word mats</p> <p>Outdoor learning</p>	<ul style="list-style-type: none"> - Parent feedback - Learning walks - Pupil voice <p>Questionnaire – Student Council</p> <p>School blogs – celebrating learning</p>	<p>September 2018</p> <p>ongoing</p> <p>July 2020</p>
<p>Monitoring Progress 2.1 All data is recorded and analysed in a regular and systematic way and is used to inform the development plan.</p>	I, C	<p>Track and evaluate pupil achievement (groups and individuals)</p> <p>Identify all children's barriers to learning, collate a pupil profile of support provided and assess/measure impact/adapt intervention accordingly.</p> <p>Devise personalised learning plans, as appropriate.</p> <p>All new staff to be aware of policy, procedures and individual plans through induction.</p> <p>Targets are made accessible for parents in the child's school planner.</p>	<p>SENCo</p> <p>SLT</p> <p>Class Teachers</p>	<p>PPMs (at least Termly – YR2/6 half termly)</p> <p>IEP meetings planned and delivered</p>	<p>Pupil Progress Meeting Records</p> <p>Provision Map</p> <p>SEND Audit paperwork</p> <p>Target Tracker (assessment tool)</p> <p>Planning meetings with PSS/CAT/COBS/Ed Psy</p> <p>Parental Feedback</p>	<p>Termly ongoing</p>

<p>Monitoring Progress 2.3 Limited progress identified by the analysis of information is acted upon quickly and effectively</p>		<p>Assessment tools to find starting points</p> <p>Plan using Continuums/Target Tracker to support objective lead planning</p> <p>Deliver quality first teaching to teach and challenge</p> <p>Review outcomes, measure progress, ask challenging questions, set new targets</p>	<p>SENCo</p> <p>Class Teachers</p> <p>PSS</p> <p>CAT</p>	<p>BCC continuums – class teachers/SO for S & L, English, Maths, Social</p> <p>PuMa – ALL/SK</p> <p>PiRa – ALL/HK</p> <p>RWI/Fresh start - CB</p> <p>S + L - SP</p>	<p>Children accessing their learning in the right environment – 1:1, resource base, small group, whole class.</p> <p>Planning meetings with PSS/CAT/COBS/Ed Psy</p> <p>Increase number of children accelerating their progress / working at ARE</p>	<p>Termly ongoing</p>
<p>Staff Development 3.5 Barriers for vulnerable groups are discussed collectively and strategies developed to overcome them.</p>	<p>C, E, I</p>	<p>Ensure CPD is aimed at needs of teachers and children so highly skilled</p> <p>To provide resources for well-equipped classrooms ready for learning</p> <p>Children to take responsibility for own learning and challenges</p>	<p>Internal SENCo/ Class Teachers</p> <p>External PSS, CAT, Family Support – mentoring and counselling, COBS</p>	<p>Target Tracker</p> <p>External Agencies (SEND funding)</p>	<p>Highly skilled staff to be effective with vulnerable groups</p> <p>Children engaged in learning- raising achievement for all.</p> <ul style="list-style-type: none"> - Staff feedback - Learning walks 	<p>ongoing</p>
<p>Pupil Participation 8.4 Children and young people are involved in a wide range of decision-making processes that affect their lives, with involvement increasing as they age and mature.</p>	<p>C, E, I</p>	<p>Children involved in target setting, planning of learning, self/peer assessment.</p> <p>Build knowledge, skills and understanding through a rigorous creative curriculum.</p> <p>High aspiration for all – personal learning goals.</p> <p>Pupils with SEND to discuss and review personal targets.</p>	<p>SLT</p> <p>Subject leaders</p>	<p>Learning Detectives Glasses Ipad</p>	 <p>Personal goals – photographic evidence Teaching and Learning policy</p>	<p>Ongoing each term</p>

This plan is a suggested format only and can be adapted to suit individual school circumstances.

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	School has areas leading to YR2/KS2 and YR1/EYFS with steps. Stair lifts are available to use.	Access available via main office entrance Access via delivery entrance	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Autumn 2017
Signage	Increase signage in school	Use widget symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual impairment, EAL and wheelchair users.	SENCo	January 2018
Fire alarms	Alarm in place	Visual fire alarms in allocated places.	Site manager SLT	Ongoing to 2020
Doors	Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Accessible for all.	Site manager SLT	Ongoing to 2020
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	Ongoing to 2020