



St Cuthbert's RC Primary Accessibility Action Plan 2018 - 2020

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.

SHORT TERM				
Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To ensure through handover of information from each year group including from Nursery provider	To identify pupils who may need additional to or different from provision from September	HT and all teaching staff	Procedures/equipment/ideas set in place by September	
To review all statutory policies to ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	HT and all subject leaders	All policies clearly reflect inclusive practice and procedure	
To keep up to date with all safeguarding training	Induction of new staff includes safeguarding training	HT/Office Staff/SENCO	Pupils safe at all times / staff aware of reporting protocol	Training records
To ensure lessons are appropriately differentiated to ensure the participation of all pupils	<p>A differentiated curriculum with alternatives offered</p> <p>The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</p> <p>Multimedia activities to support most curriculum areas</p> <p>Use of interactive ICT equipment. Specific equipment sourced from occupational therapy</p> <p>Personalised learning - curriculum is tailored to meet individual pupil needs</p>	Class teachers, support staff	Children make good progress in accordance with their ability and achieve their targets	Lesson Observations, planning, pupil progress data

<p>To finely review attainment of all SEN pupils</p>	<p>SENCO/class teacher meetings/Pupil progress</p> <p>Track pupil progress on SEN grid to show small steps</p> <p>Scrutiny of assessment system</p> <p>Highlight those pupils who are not making progress and review provision/targets</p> <p>Regular liaison with parents</p>	<p>SENCO and class teachers</p>	<p>Progress made towards IEP targets</p>	<p>Pupil Progress meetings</p>
<p>To take account of variety of learning styles when teaching within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p>	<p>Use of visual timetables across the whole school, peer tutoring</p> <p>Use of coloured backgrounds on IWB, paper for worksheets, enlarged texts, targeted personal support</p> <p>Advice/Programs from outside agencies</p>	<p>Whole school</p>	<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>	<p>Lesson observations, planning</p>

MEDIUM TERM

Aim	Strategies	Person Responsible	Success Criteria	Monitoring
<p>To finely review attainment of all SEN pupils</p>	<p>SENCO/class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	<p>SENCO and class teachers</p>	<p>Progress made towards IEP targets</p>	<p>Pupil Progress meetings</p>
<p>To take account of variety of learning styles when teaching within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p>	<p>Use of visual timetables across the whole school, peer tutoring</p> <p>Use of coloured backgrounds on IWB, paper for worksheets, enlarged texts, targeted personal support</p>	<p>Whole school</p>	<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>	<p>Lesson observations, planning</p>

LONG TERM				
Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To evaluate and review the above short and medium term targets annually	See above	SLT, Subject leaders, Governors	All children are making good progress	
To deliver finding to the Governing Body	Finance and Curriculum governors meetings	SENCO, SLT	Governors are fully informed about SEN provision and progress	

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.

SHORT TERM				
Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To ensure classroom environment support pupils with sensory needs and ASD	Each classroom to have work station with minimal distraction	Class teachers	Classrooms have a range of resources including quiet spaces	Learning walks
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for pupils	Ongoing audit of current skills of all staff in relation to support services they can offer pupils	HT, all teaching staff, SENCO	Each child's needs known and teachers feel confident in dealing with potential situations. All policies and guidelines are available	Records
To ensure all with a disability are able to be involved	<p>Create access plan for individual disabled children</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in school and meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events</p>	Teaching and non-teaching staff	Enabling needs to be met where possible	Records
To ensure all members of staff have up to date safeguarding training and are knowledgeable about school processes	Ensure all staff are receiving safeguarding training and know the referral process in school	HT, all staff	<p>Each child's needs known and teachers feel confident in dealing with potential situations.</p> <p>All policies and guidelines are available</p>	Records
To make front entrance of building accessible to wheelchairs	Install ramps or suitable alternative instead of steps	SLT	Enabling needs to be met where possible	N/A
To develop playground and equipment to support all pupils	Playground equipment available for all pupils	PE co-ordinator, lunchtime staff, class teachers, support staff	Children happy and engaged in purposeful activity over lunchtimes	Observations
To review access to classrooms in regard to width of doors	The school will take into account the needs of pupils, staff and visitors with physical difficulties	SLT	Enabling needs to be met where possible	

	and sensory impairments when planning and undertaking future improvements			
--	---	--	--	--

LONG TERM

Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To make front entrance of building accessible to wheelchairs	To lower intercom system and make gate automatic	Governors		
To develop playground and equipment to support all pupils	Playground equipment available for all pupils	PE co-ordinator, lunchtime staff, class teachers, support staff	Children happy and engaged in purposeful activity over lunchtimes	Observations
To review access to classrooms in regard to width of doors	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	SLT	Enabling need to be met where possible	

3: To improve the delivery of written information to pupils, family members and wider community

SHORT TERM				
Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To address different aspects of disability through assembly/collective worship themes and class discussions	Hold regular collective worship/assemblies relating to SEAL or areas of intolerance that are experienced in school	All staff	There is an ethos of caring and tolerance of others emanated around the school	Discussion with pupils

MEDIUM TERM				
Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To review information to parents/carers to ensure it is accessible	Consult parents/carers about access needs when child is admitted to school Review all letters home to check that they are written in plain English Produce newsletter in alternative formats e.g. large print, Braille according to need	HT, Office manager	Parents (who specify) receive information in a format that is accessible e.g. large print	Parent questionnaires
To make available any written material in alternative formats	All staff and parents aware of services available for requesting information in alternative formats	HT, Office manager	Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats	Parent questionnaires
To make available school brochures, newsletters and other information for parents in alternative formats	Review current school brochure and promote the availability in different formats for those that require it - new prospectus	HT, Office manager	All school information available for all	Parent questionnaires
To make visual timetables and resources available in each class to support learning and language development	Use of visual timetable	Class teachers and support staff	Visual timetables available for all pupils to see in classrooms	Learning walks