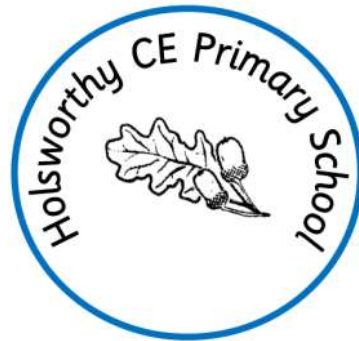


# Holsworthy C of E Primary School



## Accessibility Plan

**Written: 03/03/20**

**Approved by Full Governors Board**

***To be Reviewed every 3 Years***

## Improving access to the curriculum 3 year plan.

| Target   | Action  | Resources/ cost   | Person responsible  | Outcome  |
|--|---|---|---|--|
| <p><b>Training for teachers on scaffolding the curriculum Remind staff of Quality First Teaching and National Curriculum Inclusion Statement</b></p> <p><b>Every member to consider the effectiveness of their planning to show reasonable adjustments made.</b></p> <p><b>School staff to have a knowledge and understanding of the Devon Graduated response to SEND, SEND funding and up-to-date legislation</b></p> | <p>Undertake an audit of staff training requirements</p> <p>Staff training<br/>Graduated approach to be shared with all staff and staff to be made aware of their responsibilities.</p> <p>Whole school provision map to be used to inform and audit staff practice</p>                                     | <p>Time for staff to have training when needed.</p>   | <p>Chris Hurley</p>   | <p>Quality first teaching for all pupils, but particularly those with SEND needs is high quality in all classrooms</p>   |
| <p><b>All out-of-school activities are planned to ensure the participation of the whole range of pupils. Register of clubs taken and recorded.</b></p>   | <p>Review all out-of-school provision to ensure compliance with legislation.</p>  | <p>All out-of-school activities will be conducted in an inclusive environment in order to comply with all current and future legislative requirements</p>   | <p>Chris Hurley + Laura Lewis</p>                           | <p>Children with Special Educational Needs and Disabilities have access to all extra curricula clubs at school.</p> <p>All trips and educational experiences will allow full access for SEND pupils.</p> |
| <p><b>Classrooms are optimally organised to promote the participation and independence of all pupils</b></p>   | <p>Audit/learning walk of classroom environment to be carried out</p> <p>School wide actions to be created to ensure consistency across the school</p> <p>Classrooms monitored periodically</p> <p>Individual feedback and actions to be given to ensure all classrooms are in line with current policy</p> | <ul style="list-style-type: none"> <li>Communicate in print visual timetables to be found near the IWB.</li> <li>Wherever possible IWB displays to have a yellow background/blue text to support those with visual tracking problems.</li> <li>Rainbow alphabet and 'Bed' poster up and near the English working wall to support those with dyslexic tendencies.</li> <li>All resources to be labelled with a visual - communicate and print to be used where ever possible.</li> <li>Displays to not 'leak' over boarders</li> </ul> | <p>Chris Hurley + TA support to create necessary labels</p> | <p>Classrooms are organised and allow access for all pupils at all times</p>   |

|   |   |   |                |   |
|---|---|---|----------------|---|
|   |   | <p>to support those with sensory processing needs and visual tracking difficulties.</p> <ul style="list-style-type: none"> <li>• Limit the use of things hanging from ceilings to support those with sensory processing needs and visual tracking difficulties.</li> <li>• All resources and working walls to be coloured coded.</li> <li>• Learning behaviours to be displayed to support children’s well-being and social, emotional and mental health.</li> <li>• A consistent approach to classroom and behaviour management is established.</li> </ul> |                |   |
| <b>Review ICT provision, particularly access to the printed word.</b>   | Review learnpad and laptop functionality and replace both with stable, accessible hardware                  | New laptops   | Chris Hurley   | Improved access to ICT for all pupils regardless of their disability or need. |
|   |   | New tablets (Amazon Fire 7?)  | Darryl Vickery |   |
| <b>Investigate use of Read Aloud type of software/clicker in remainder of classrooms.</b>   | Ensure that the Chrome browser is installed on all devices  | Audiobooks  | Vicky Berry    | All children can access resources on the internet                             |
| <b>Audiobook library to be established in school for use by children who need access to vocabulary-rich, age-appropriate novels but may not have the decoding skills to access these in traditional format.</b> | Ensure that the ‘Read Aloud: A Text to Speech Voice Reader’ extension is installed to Chrome.               | Fund-raising by FHPS + charity donation   | Tim Salvadori  | All children have access to age-appropriate, vocabulary-rich texts            |
|   | Children and staff have training on how this can be used to support children in accessing the internet.     |   |                |   |
|   | Audiobooks to be purchased/donated and saved onto the school S: drive – accessible by all pupils and adults |   |                |   |

## Improving access to the physical environment three year plan

| Target  | Action   | Resources/ cost  | Person responsible   | Outcome |
|---|--|--|--|---------|
| Regular review of arrangements in the case of a fire. Ensure that fire procedures take account of the needs of all pupils.  | Consider individual cases – complete PEEPs where required. Examine fire doors, citing of fire signs and signage – particularly with VI pupils in mind.   | Time<br>Possible additional resources as necessary                             | Premises Governor<br>School governors<br>Health & Safety Officer<br>Appropriate TAs to complete PEEPS and SENDCo to oversee. |         |
| Ensure that disabled car drivers have easy access to an appropriately placed car parking space and that there is a safe way for wheel chair users to access the school. | See OT report for more information   | See OT report for more information   | Premises Health & Safety committee   |         |
| Ensure ramps are in place to support wheel chair users in and out of the school building.   | Review where ramps are each year for key child in school and other wheel chair users to the school.  | Possible building of portable ramps.   | Premises and Health and Safety lead.   |         |
| To ensure that children with medical needs are well supported at school   | New Medical Policy to be written and put in place taking into account new national guidelines.<br>Working collaboratively with school nurse to ensure that Care Plans for children with medical needs are written and reviewed annually.<br>Annual staff training. First aid training<br>Note of where the medication is kept in each class to be clearly displayed<br>Medication to be sent home at the end of every school year (to be checked by parents if it is still up to date)<br>New medical forms to be sent | Time<br>Care plans<br>Training arranged with appropriate medical professionals | SENCO<br>School Nurse<br>Business Manager<br>Head Teacher  |         |
| Continue to work towards a dyslexic friendly classroom.   | As rooms are decorated in the school, consider appropriate colours and contrast of colours for those with dyslexic tendencies and visual tracking difficulties.  | Funding from school maintenance budget.  | Head Teacher<br>Premises Governor<br>School Governors<br>SENDCO  |         |

### Improving access to information 3 year plan.

| Target   | Action   | Resources/ cost  | Person responsible   | Outcome |
|--|--|--|--|---------|
| To have a number of staff able to support communication through the use of Total Communication Systems.  | Communicate in Print to be widely available at school<br>Class Teachers and Teaching assistants to attend relevant training.   | Time to attend training and to liaise with outside agencies. Total communication course.<br>Consider Widgets programme for some computers. | SENDCO<br>SEND support<br>Appropriate TAS.                 |         |
| Continue to increase the amount of information available to parents on the school web site – including how to access school information in a variety of formats. | Add necessary information to the website as appropriate<br><br>Consider setting up a parent forum.<br>Coffee mornings for parents with children with SEND<br><br>Publish SEND report and whole school offer. | Time   | ICT coordinator<br>Head Teacher<br>SENDCo<br>Pastoral lead |         |

## Raising disability awareness 3 year plan.

| Target   | Action   | Resources/ cost   | Person responsible  | Outcome |
|--|--|---|---|---------|
| To raise awareness of individual needs – of children and/or parents on entry to the school       | Assess whether a meeting is needed with the SENDCO based on information completed on school entry form so that needs can be shared and ways of supporting individual needs discussed.<br>Meetings with Reception teachers, Early Years Leader, Headteacher and SENDCo to be set up to greet all new parents and to disseminate information | Time  | School Admin<br>Head Teacher<br>SENDCO<br>Appropriate class teachers          |         |
| To complete an audit of the school's materials on promoting disabilities in an appropriate light | Library books to be audited to establish a list of Materials in school.<br>Consultation with SLS: reference to materials we could purchase for school to promote disabilities awareness and understanding  | Time<br>Cost of books   | Librarian<br>Head Teacher   |         |
| Increase awareness of disability within the school community.                                    | Plan an awareness raising week – including visits from disabled people within the community to come and talk to the children.<br>Consider a themed week such as 'Deaf awareness' or 'Physically disabled awareness' etc.<br>Use a display board to promote awareness of disabilities   | Possible cost of visiting speakers.<br>Appropriate resources – posters etc. | School Governors<br>SENDCO<br>Pastoral Lead<br>Class Teachers<br>Head Teacher |         |