



REGINALD MITCHELL ACCESSIBILITY PLAN 2016-2017

Increasing the extent to which pupils with additional needs can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by pupils with additional needs in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Monitoring</u>
Increase access to the curriculum by: Ensuring all pupils receive swift and well pitched intervention as required.	Professional discussions held with all staff. All intervention to be recorded including impact measures Swift analysis of intervention being provided to become 6 weekly.	AR/LAP	Sept 2016-ongoing	Termly
Increase access to the curriculum by: Analysis of participation in extra curricular clubs, teams and school visits	Termly analysis provided to SMT for discussion Key strengths and areas for development identified.	LAP	Sept 2016-ongoing	Termly SLT Gov Report
Increase access to the curriculum by: Developing a high quality data analysis system using age related expectations	Data analysis tracks and responds to the needs of all vulnerable groups. Increased liaison with parents re new levels and how parents can support their children at home.	AR/SLT	Aut 16- ongoing	Termly
Review the curriculum provision to ensure all relevant opportunities are being utilized to highlight awareness of people with disabilities and their needs.	Library resources are effective and relevant Assemblies raise awareness of disability SEAL work celebrates and tackles issues surrounding disabilities.	Leadership Team Subject leader PHSRE	Summer 17	Annually
Ensure access to specialist support is available to all learners and their families if required.	A range of external agencies are utilised swiftly as required	SENCO	Autumn 16 onwards	Termly

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with additional learning needs. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Action	Success criteria	Lead person	Timescale	Review
Ensure disabled access is available on the school car park	Car park has clearly designated areas	NS/LAP	Aut 16	Annually
Ensure a plan is formulated to address any disability access requirements to Year 2 if required.	Plan in place to ensure classroom access to any wheel chair user	AR/SLT	Spring 17	Summer 2017
Explore costings and viability of ramps to access EYFS unit and front entrance of school.	Meeting with Andrew Darby formulates a clear action plan/costing to install required and viable ramp options	AR/NS	Spring 17	Summer 17

Improving the availability of accessible information to pupils with additional needs

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ additional needs and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with any additional needs.

<u>Action</u>	<u>Success criteria</u>	<u>Lead person</u>	<u>Timescale</u>	<u>Review</u>
Develop systematic procedures that collect views of pupils with an additional needs, their parents and advocates	SEND pupils take part in regular student interviews. SENCO Has termly contact with SEND pupils parents SLT to receive termly updates	AR/ RT	Establish Nov 16- ongoing	Termly-SLT report to Gov
Revise Questionnaire to parents to include opportunity to raise access/disability issues.	Invite parents to inform school of additional needs/disabilities/accessibility issues Revised questionnaire distributed and analysed April 2017 Response made to all issues raised	AR/SLT	Spring 2017	SLT Summer 2017
Review ICT provision particularly access to the printed word and e safety. Investigate use of Read Aloud type of software. Purchase clicker	Clicker used to develop writing skills in KS2. Talking First Word used on a regular basis E Safety procedures accessible to non readers.	SENCO/ICT Lead	Summer 17	Termly
Support pupils with dyslexic characteristics by: <ul style="list-style-type: none"> • Providing a coloured background and black text on all interactive white boards • Access to table top support tools / ACE dictionaries and thesaurus' 	School website supports parents of pupils with disabilities and EAL	All staff	Aut 16- onwards	Termly

- **Cursive fonts**
- **Alphabet rainbows**
- **Ensure displays are interactive**