

REGINALD MITCHELL PRIMARY SCHOOL ACCESSIBILITY PLAN 2017-2018

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 daily catch up and formal intervention as required.	Professional discussions held with all staff. Staff understand definition of intervention and act upon it. Federation recognition/ referral/initial concerns process clear for potential SEN pupils	AR/LG	Sept 2017-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.	FW	Sept 2017-ongoing	Termly SMT Gov Report
Increase access to the curriculum by: Developing a high quality standardised testing system for Reading	Data analysis tracks and responds to the needs of all vulnerable groups. Data is used to diagnose specific needs	AR/SMT	Aut 17- 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 including support for SEMH needs.	LG SENCO	Autumn 17 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 specialist writing equipment is available to pupils with any disability/condition	Writing slopes/ pens/pencils/grips all purchased to support pupils and use as required Staff make reasonable adjustments to curriculum provision as required	AR/LG	Autumn 17	Spring 18
Improve the play area provision for all KS 2 pupils	Accessible play area in place Playground markings in place Range of play equipment available to suit all needs	AR/SLT	Autumn 17	Termly

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>
Continue to develop a wider range of 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 SMT to receive termly updates	AR/ LG	Establish Nov 17- ongoing	Termly-SMT report to Gov
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	EF	Spring 18	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 / dictionaries and thesaurus' • Cursive fonts • Alphabet rainbows in all rooms 	Classrooms are dyslexia friendly Reasonable adjustments identified for each class Cursive handwriting is promoted in all classes All staff can provide formal intervention of beat dyslexia	All staff	Aut 17- onwards	Termly