

# **HORSLEY WOODHOUSE PRIMARY SCHOOL**

## **ACCESSIBILITY PLAN**

**Horsley Woodhouse Primary School Accessibility Plan 2017**  
**Improving Access to the Curriculum**

	Action	Lead responsibility and Key personnel	Resources and costing	Performance indicators/Exit criteria	Monitor and Review	Evaluation
<u>Short term plan</u> <u>A</u>	Ensure that teachers and teaching assistants have the necessary training to teach and support pupil(s) identified with specific disability.	LP (CPD)	Cost of training and supply cover.	Appropriate staff have knowledge and skills to support child (children) with specific disabilities	Progress made by disabled pupil(s) and accessibility to all aspects of the curriculum.	All pupils with have access to all aspects of the curriculum - evaluated by LP, parents and child.
B	Any child not making expected progress is given appropriate support e.g. 1:1 and booster.	SENDCO, class teachers, TAs	TAs to make and order appropriate resources.	Tracking progress of identified pupils.	Review progress and adapt support materials and strategies as appropriate.	SENDCO, teachers, TAs and Head to evaluate success at the end of each term
<u>Medium Term Plan</u> <u>A</u>	To ensure that for all visiting activities reasonable adjustments are made as appropriate.	SENDCO, Head, class teachers	Time to liaise	Reasonable adjustments as appropriate, feedback from staff, parents and pupils.	SENDCO, Head, class teachers  Feedback from pupils.	

<u>B</u>	To audit pupils opinions on access to lunchtime activities.	Teaching Staff School Council	Summer term Time to analyse audit	Audit completed and working party planning management of any additional lunchtime activities.	Working party. Midday supervisors. Pupils	Action plan for additional lunchtime resources and management of in place.
<u>C</u>	To make amendments and additions to lunchtime activities based on pupil audit	LP Working party set up (Teacher, pupil, midday supervisor.	Autumn Term Cost of additions to lunchtimes activities agreed through working party	Lunchtime activities accessible to all, used effectively and taken care of.	Working party. Midday supervisors. Pupils	Lunchtime activities accessed and enjoyed by all and organised.

**Horsley Woodhouse Primary School Accessibility Plan 2017**  
**Improving the physical environment of the school**

	Action	Lead responsibility and Key personnel	Resources and costing	Performance indicators/Exit criteria	Monitor and Review	Evaluation
<u>Medium Term Plan</u> <u>A</u>	All steps to be highlighted with yellow or white non slip paint.	Head, Gops Property Services	Funding for painting	Steps highlighted	Head, Staff, pupils	All steps highlighted in appropriate paint.
<u>B</u>	Improvement of bottom playground and field. Development of sensory garden	Head Governors Advice from outside agencies	Funding for improvement		Head, Staff, pupils	

**Horsley Woodhouse Primary School Accessibility Plan 2017**  
**Improving the delivery of information to pupils and parents who have specific needs.**

	Action	Lead responsibility and Key personnel	Resources and costing	Performance indicators/Exit criteria	Monitor and Review	Evaluation
<u>Short term plan</u> <u>A</u>	Information to pupils is accessible to all depending on their specific needs.	LP SENDCO Support from SSEN and	Cost involved in supplying any additional resources required.	All pupils have equal access to written information.	LP SENDCO TAs pupils	Ensure that all children have equal access to written information.

		external agencies TAs				
B	Ensure that children with dyspraxia or autism are given clear instructions via the use of symbols and visual timetables in all classrooms.	LP SENDCO TA,s Advice from SSEN	Cost of resources, training	All children with dyspraxia, autism have access to clear information	LP SENDCO TAs pupil/parents	Children with specific needs are given written or oral information via appropriate symbols as support.

### **Making It Happen**

The *Governors* and staff are aware of the accessibility plan. The plan will be revised on a regular basis, taking into account the needs of those pupils attending (or going to attend) the school. The *Governors*, staff and pupils will have an input into this.

The evidence used to aid the plan will be looking at the effectiveness of the support primarily for pupils but also taking into account the needs of parents.

### **Horsley Woodhouse Primary School**

### **Accessibility Plan**

### **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

**This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:**

- ❑ **increasing the extent to which disabled pupils can participate in the school curriculum;**
- ❑ **improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**
- ❑ **improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.**

**It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.**

## **1 Starting Points**

### **1A The Purpose and direction of the school's plan: vision and values.**

Horsley Woodhouse Primary School is a fully inclusive school. There is equality of opportunities for all pupils to follow all subjects within the National Curriculum and to take part in extra curricular activities and the full life of the school. We aim to meet the individual needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and achieve their potential.

We recognise the individual needs of all pupils and endeavour to maximise their potential: every member of staff shares this responsibility. Where barriers to learning occur strategies are implemented to overcome them. Where pupils have additional needs staff have undertaken specialist training e.g. Dyslexia, Dyspraxia, Asperger, and Autism.

Specialist learning resources are bought in when necessary to support the provision of the correct environment for all our pupils to thrive and progress.

In partnership with parents one of our main aims is to maximise the self-esteem of all our pupils, which in turn helps them to realise their potential.

The school has a behaviour policy which is regularly reviewed following consultation. There is a system of rewards including team points, good choice tickets and achievement certificates. The behaviour policy is well understood by, staff, Governors, parents and pupils.

1B: Information from pupil data and school audit.

The school has 126 pupils on roll. There are four classes all with mixed age groups. Pupils come from a range of social backgrounds. There are 4.8% pupils who are eligible and claim free school meals.

3 pupils have statements of special educational needs. There are eleven pupils on K action.

There are no children in school for whom English is a second language.

There is an intake meeting for parents in the May before the children start school in September where parents have the opportunity to share any concerns they may have about their child and whether there are any disabilities which their child has for which we need to cater for. When this is the case outside agencies are involved immediately if appropriate.

Pre school visits are arranged for the children for two sessions in June/July prior to them starting school in September.

For pupils who arrive part way through the year information received from the previous school is passed on to the class teacher and the SENDCO if appropriate.

Any specialist training may be provided by external agencies for staff if required.

Medication

When children require medication the medicine is named and stored in the office. A record is kept of to whom, when and the dose given to. All parents are required to sign a medical form giving their permission for medicine to be administered in school.

## Bullying

We aim to provide a safe and secure environment for all pupils in the school. Bullying is treated as a very serious matter. Pupils are encouraged to tell someone if they or they see someone else being bullied. Any incident reported is dealt with immediately.

## Looked After Children

We have no looked after child in school.

## Child Protection/Safeguarding

Child protection arrangements are in place and regularly reviewed by Governors. The 'designated member of staff' is fully trained in the LA procedures and school procedures are regularly updated and reviewed with all staff.

## Health and Safety

The school has regular health and safety checks by staff and governor representatives and the situation is reviewed and monitored by the resources committee. All staff are aware of the need to report issues of health and safety immediately to the head teacher. Risk assessments are carried out for practical activities, outdoor activities and school visits.

There are two disabled toilet. There is a ramp for wheelchair access leading to the hall.

## Teaching and Learning

The plan aims to further develop a broad and inclusive view of the curriculum, extending beyond the classroom to all areas of school life. It will focus on development at all levels of the school organisation, planning and provision.

As part of whole school professional development, lessons are observed part of which is ensuring that all pupils have full access to the curriculum.

Teaching and learning is monitored throughout school to ensure all pupils have access to the full curriculum. All staff are made aware of new policies, Government initiatives and pupil's needs.

### Consultation

We have supportive parents evidenced by a very good attendances at parent's evenings. On these occasions parents have the opportunity to feedback on any issues or concerns. The school also holds parent voices meetings every half term. A questionnaire is sent out to parents in March, when they are asked to comment on the extent to which their children's needs are being met and if there are any suggestions as to how the school life may be improved. We also receive valuable feedback from parents of children with statements of special educational needs through the annual review process and of children with SEN (school action and school action plus) through IEP meetings.

Pupils are consulted through the School Council and pupil questionnaires.

The School Improvement Plan sets out priorities for improving the school curriculum to ensure it is exciting and innovative and for implementing intervention strategies for supporting underachievement. It also identifies plans for improving teaching and learning.

The school ensures that pupils with disabilities participate fully in all aspects of school life.

Close contact is kept with outside agencies including Behaviour support, educational psychologist, speech and language and the SSSEN if and when appropriate.

### The school's improvement plan

The School Improvement Plan sets out priorities for improving the school curriculum for implementing strategies for early intervention and underachievement.

The school works hard to ensure that pupils with disabilities participate fully in all aspects of school life. Reasonable adjustments are made to visits, any clubs or after school activities. Risk assessments are carried out and additional staff plus resources are provided if necessary.

The school will continue to focus on a clear assessment of national curriculum levels and access for all pupils.