

# Masefield Primary School



## Accessibility Plan

# 2017-2020

# **Masefield Primary School Accessibility Plan – 2017-2020**

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## **1. Our School**

Masefield Primary School is a community maintained primary school in Bolton. We have 283 pupils from 3-11.

Our school has one pupil who has physical disabilities who currently need support in school. This pupil is currently on the upper level and able to access all amenities. In September 2018 the school has opened its own breakfast and after school club. We currently regularly cater for approximately 34 children in the Breakfast Club and 44 children in the After School Club. There are 59 children signed up to be able to access Breakfast Club and 68 to access After School Club.

## **2. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Masefield Primary School the Plan will form part of the Premises and Resources section of the School Improvement Plan and will be monitored by the Executive Head teacher, Head of school and the Business Manager and each target evaluated by the Asset Governors’ committee.

At Masefield we believe that all our children can achieve, becoming successful future citizens that contribute positively to a society in which all members are equally valued.

High aspirations, high motivation and high outcomes for all, ensure that achievement gaps wherever they exist are narrowed in order to improve pupils’ life choices and future prospects.

We strive for all of our children to be safe, feel valued, develop resilience and continually learn within our nurturing and supportive community

At Masefield, our children BELIEVE, ACHIEVE and SUCCEED!

**Believe \* Achieve \* Succeed**

1) The Masefield Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Masefield Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Masefield Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Masefield Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following Masefield Primary School policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Disaster Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Continuing Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Asset and Curriculum Committees.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and Objectives**

### **Our Aims are:**

- **Increase access to the curriculum for pupils with a disability,**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are parts of the school to which disabled pupils have limited or no access at the moment, or whether physical features of the school environment hamper access to the whole life of the school;

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

## **4. Action Plan**

The Action plan will show:

- Clear allocation of lead responsibility;
- Clear allocation of resources;
- An indication of expected outcomes or performance criteria;
- Clear timescales; and
- A specified date and process for review.

## **5. Access Audit**

The school is a two storey building with three flights of stairs into Key Stage 2 and several access points from outside.

On-site car parking for staff and visitor includes a dedicated disabled parking bay. The majority of entrances to the school are either flat or ramped and all but one have wide doors fitted. The main entrance features a secure lobby. There are disabled toilet facilities available outside the Hall.

The school has internal emergency signage and escape routes are clearly marked.

Possible areas to be improved within the limitations of this building are:

- Keeping stairways clear of clutter to ensure safe exit.
- Keeping corridors clear of clutter and tables to ensure safe exit.
- Keeping doorways clear.

## **6. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

**Aim 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.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	To liaise with Nursery providers and parents to review potential intake for Sept 17/18/19.	To identify pupils who may need additional to or different from provision for Sept17 Intake.	July 2017 July 2018 July 2019	HT EYFS Lead/Nursery/Reception teachers	Procedures/equipment / ideas set in place by July 2017.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Throughout 2017/2018 2018/2019 2019/2020	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To plan provision for pupils with disabilities.	To liaise with the SENCO, Outside Agencies, TAs and new class teacher and parents.	Throughout 2017/2018 2018/2019 2019/2020	HT TAs SENCo	Pupils to make good progress and needs are met.
	To establish and maintain close liaison with parents	To ensure good communication and sharing between school and families.	Throughout 2017/2018 2018/2019 2019/2020	HT All Teachers	Clear collaborative working approach



	To establish close liaison with outside agencies for pupils on going health needs.	To ensure clear communication between all key personnel	Throughout 2017/2018  2018/2019  2019/2020	HT Class Teachers TAs Outside agencies	Clear collaborative working approach and communication.
	To ensure full access to the curriculum for all children.	<p>Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>	Throughout 2017/2018  2018/2019  2019/2020	Teachers  SENCO  Special school  Ed Psych	<p>Advice taken and strategies evident in classroom practice.</p> <p>All children supported and accessing curriculum.</p>
<b>MEDIUM TERM</b>	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To finely review attainment of all SEN pupils.	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	<p>Termly throughout 17-18</p> <p>Termly throughout 18-</p>	<p>Class teachers</p> <p>SENCO</p>	<p>Progress made towards Learning Plan targets</p> <p>Provision mapping shows clear steps and</p>

		SENCO to attend ½ termly Standards Team meetings.	19 Termly throughout 19-20		progress made
To monitor attainment of Able, G & T pupils	Appoint a G&T lead Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Termly throughout 17-18 Termly throughout 18-19  Termly throughout 19-20	Able G&T co-ordinator Class teachers	Able G&T children making proportionate progress. Achieving above average results	
To promote the involvement of disabled pupils in classroom discussions/activities  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)  <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Elklan and Communication</li> </ul>	Throughout 2017/2018 2018/2019 2019/2020	Head of School to lead. Whole school approach	Variety of learning styles and multi-sensory 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>Friendly School training for all staff especially EY staff and staff where identified pupils are.</p> <ul style="list-style-type: none"> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school.</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>			
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and medium term targets annually	See above	2017/2018 2018/2019 2019/2020	SLT, Core curriculum co-ordinators  Governors	All children making good progress.
	To deliver findings to the Local Governing Board.	SEN (Curriculum Committee) Governors meeting	2017/2018  Termly SEN Governor / SENCO meetings  2018/2019  Termly SEN Governor / SENCO	SENCO/G&T Lead  SLT/SEN Governor	Governors fully informed about SEN provision and progress

			meetings 2019/2020 Termly SEN Governor / SENCO meetings		
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**Aim 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.**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	Improve physical environment of school	Now that the classrooms have been refurbished, SLT to make sure that the environment is fully utilised to enhance teaching and learning. The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. The school will ensure that resources are easily accessible for all individuals.	Improvements in the environment will continue to be monitored and improved throughout 18-19 and 19-20	SLT	Creation of a room provide quiet space for groups
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play/reading areas. Termly learning walks by the SLT to monitor these.	Sept 19 April 20 July 20	Teaching and non-teaching staff	Lively and inviting environment maintained.

	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of SEN Provision.</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul>	<p>Sept 19</p> <p>April 20</p> <p>July 20</p>	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	By designating a member of the leadership team as Medical Needs lead. To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	<p>Sept 19</p> <p>April 20</p> <p>July 20</p>	<p>Head of School</p> <p>SLT</p> <p>Occupational health</p>	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Encourage parents to use the allocated disabled space when required.</li> <li>• offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	<p>Sept 19</p> <p>April 20</p> <p>July 20</p>	<p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p>	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	To continue to ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week  Bikeability for Year 5 children  Repair the flags on the path at the entrance to school. Investigate removal of trees in order to preserve flags. Fencing to be put up around the school perimeter.	Sept 18  April 19  July 19  Completed during 17-18	PSHE Co-ordinator  SLT	No accidents as a result of unsafe pathways.
<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To ensure easier access into the reception classroom	<ul style="list-style-type: none"> <li>To widen the Reception class doorway and place a ramp instead of a step.</li> <li>Wider door with ramp fitted in the hall, providing additional access.</li> </ul>	Summer Term 2019  Completed July 18		To ensure that disabled access is possible for parents and pupils.
	To continue to improve sensory garden/school grounds	Plan improvements to school grounds  Install fencing around the school field.	July 19  Completed July 18	Business manager  Environment Lead	Outside area more inviting.
	To make the school play area more accessible and user friendly for pupils with mobility, sensory and social difficulties	Ramps to ease access around the school grounds to make the school play area more accessible  Equipment to be installed in the playground to provide a range of experiences for pupils at playtime.	July 19  July 20	HT School Council  Caretaker  PTA to raise funds	All pupils to fully participate in games.  Access for all to school facilities.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG TERM</b>	Continue to develop interactive playgrounds and facilities – quiet area	Use Tesco funding and money raised by Friends of Masefield to develop the interactive playground.	July 19	Environment Co-ordinator	Inclusive child-friendly play areas.
		Continue to look for funding opportunities to further enhance this.	July 20	Whole school approach	



**Aim 3: To improve the delivery of information to disabled pupils and parents.**

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	To ensure pupils with hearing impairment or hearing loss have access to all areas of the curriculum	Position identified need to teacher or TA.  Monitor termly healthcare plans.	Sept 19  April 20  July 20	SLT / Sensory Support Service	Pupils near to teacher or TA in order to make listening easier.
	To review children's records and update information ensuring school's awareness of any disabilities	Information collected about new children.  <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• Learning Plan meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal healthcare plans</li> <li>• Significant health problems –children's photos displayed on staffroom notice board / info kept in separate file in staffroom</li> </ul>	Sept 19  April 20  July 20  As and when new children arrive.	Class teachers  TAs  Outside agencies  SLT  Office staff	Each teacher/staff member aware of disabilities of children in their classes
	To ensure all children with ASD have access to the curriculum	Regular parental communication  Staff training in ASD  Individualised multi-sensory teaching strategies used for ASD children.	Termly learning plan reviews.	All staff to be aware	ASD children able to access curriculum.

	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>• Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>• Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>• Auditing signage around the school to ensure that is accessible to all is a valuable exercise.</li> <li>• Coloured overlays/blue books for children with IRLLEN/Dyslexia</li> </ul>	Termly Learning Plan Reviews.	All staff to be aware	All pupils, parents and visitors to be able to access information.
	To be aware of and make necessary arrangements for any parents with disabilities	<ul style="list-style-type: none"> <li>• Communicate needs of parents with relevant staff. Staff to then make reasonable adjustments when communicating with identified parents.</li> <li>• Keep dates of newsletters regular so that parents know when to expect them and can access appropriate support.</li> </ul>	Staff meet the parents in Sept 19 and will continue to communicate through appropriate channels so that information can be easily accessed by all.	All staff to be aware	All parents are able to access all relevant areas of their child's school life.
	To be aware of and make necessary arrangements for parents who have limited reading and	<ul style="list-style-type: none"> <li>• Communicate needs of parents with relevant staff. Staff to then make reasonable adjustments when communicating with identified parents.</li> </ul>	Staff meet the parents in Sept 19 and will continue to	All staff to be aware	All parents are able to access all relevant areas of their child's school life.

	writing skills.	<ul style="list-style-type: none"> <li>Keep dates of newsletters regular so that parents know when to expect them and can access appropriate support.</li> </ul>	communicate through appropriate channels so that information can be easily accessed by all.		
<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To continually review children's records and update information ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> <li>Records passed up to each class teacher.</li> <li>End of year class teacher meetings</li> <li>Annual reviews</li> <li>Learning Plan meetings</li> <li>Medical forms updated annually for all children</li> <li>Personal health plans</li> <li>Significant health problems –children's photos displayed on staffroom notice board /Kitchen/ info kept in separate file in staffroom</li> </ul>	<p>Sept 19</p> <p>April 20</p> <p>July 20</p> <p>Throughout the year as new children start.</p>	<p>Class teachers</p> <p>TAs</p> <p>Outside agencies</p> <p>SLT</p> <p>Office staff</p>	Each teacher/staff member aware of disabilities of children in their classes

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>LONG TERM</b>	Policies and procedures regularly reviewed and adapted where necessary.	Policies and procedures regularly reviewed e.g. through staff meetings/SLT meetings and based on current changes in legislation/school environment.	Continual review and improvement	Assessment Co-ordinator/SLT	Effective communication of information about disabilities throughout school.

Approved \_\_\_\_\_

Date \_\_\_\_\_

## Evaluation of Accessibility Plan 17/18

	<b>Objectives</b>	<b>Impact</b>
i. Improvements in access to the curriculum	<p>The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.</p>	<p>Regular pupil progress meetings continue to monitor pupils' achievements, ensuring that appropriate intervention and support are put in place to support vulnerable groups and those children identified as having gaps in their learning. In September 17 a new assessment system was introduced, which enabled personalised targets for both progress and attainment to be set, based in the varying needs of our pupils. This has ensured that all targets are challenging, yet achievable. Where rates of progress appear to be less than good in a year group, more frequent pupil progress meetings take place and further SLT support is given to the class teacher.</p> <p>The school continues to access outside agencies such as the Educational Psychologist, Behaviour Support Service and Ladywood Outreach to support children. This year two children have received EHCPs, and 2 have been diagnosed with IRLLEN syndrome. There is currently 1 EHCP application in progress. Appropriate resources are provided for these children and staff have attended training in order to ensure they are able to meet the needs of these children.</p> <p>Classes have been re-structured for September 18, meaning that there are no longer any mixed classes. This enables children to be taught with in their age phase. Additional TA support has been assigned to classes where a greater area of need has been identified.</p>

<p>ii. Physical improvements to increase access to education and associated services</p>	<p>To improve access and make positive adjustments for disabled pupils.</p>	<p>All reasonable adjustments have been made to support individual pupils. Medical forms remain up to date. Healthcare plans are in place for identified pupils and reviewed regularly with parents. School learning environments continue to be improved. The hall stairs have been upgraded and an additional emergency exit has been added in the hall, complete with ramp access. The external stairs on the back of the building have also been replaced, providing an additional means of access to all pupils.</p>
<p>iii. Improvements in the provision of information in a range of formats for disabled pupils</p>	<p>To further develop all information given to pupils and their parents ensuring it is accessible</p>	<p>School learning environments continue to be improved. There is a regular fortnightly newsletter that goes home and parents are invited to weekly celebration and class assemblies via text message. All reasonable adjustments have been made to support individual pupils. Staff continue to use visual timetables to support identified pupils with what is happening now and what will be happening next. This approach is used consistently throughout school. Children who have been diagnosed with IRLLEN syndrome have been provided with coloured overlays (the colour of the overlay was identified during the screening process). They also have exercise books with blue paper rather than white. Any test papers or worksheets that the children are required to complete are also photocopied onto blue paper in order to ensure that the resources are accessible.</p> <p>Twitter is used to share information with parents, as well as celebrate learning. Curriculum Newsletters are sent home at the start of each new topic, along with Home Learning menus. A list of useful websites accompanies the Home Learning Menu, so that parents are equipped to support their children at home. Class teachers are aware of which parents/carers in their class have literacy difficulties and measures are in place to support them, such as meeting to discuss any letters/upcoming events and providing a Home Learning club in school.</p>

## Evaluation of Accessibility Plan 18/19

	<b>Objectives</b>	<b>Impact</b>
i. Improvements in access to the curriculum	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.	<p>Regular pupil progress meetings continue to monitor pupils' achievements, ensuring that appropriate intervention and support are put in place to support vulnerable groups and those children identified as having gaps in their learning. Personalised targets were set in September 2017 and these proved to be effective when measuring pupil progress. Targets set were challenging and achievable, based on the individual needs of children, enabling them to experience success at their own level.</p> <p>The school continues to access outside agencies such as the Educational Psychologist, Behaviour Support Service and Ladywood Outreach to support children. This year two children have received EHCPs. Appropriate resources are provided for these children and staff have attended training in order to ensure they are able to meet the needs of these children.</p> <p>Classes were re-structured for September 18, meaning that there are no longer any mixed classes. This was positively received by staff, parents and children. The re-structure has been so effective that the school is currently under consultation to reduce the PAN to 30, which would ensure smaller class sizes and single year groups moving forward.</p> <p>There has been a restructure of the classes for September 19. Where classes were identified as having children requiring additional support, the year group has been split into smaller classes. In some year groups where additional support is required, extra teaching assistants have been assigned to support identified children.</p>
ii. Physical improvements to increase access to	To improve access and make positive adjustments for disabled pupils.	All reasonable adjustments have been made to support individual pupils. Medical forms remain up to date. Healthcare plans are in place for identified pupils and reviewed regularly with parents. School learning environments continue to be

education and associated services		improved. The fire doors around school have been upgraded. They are now up to date with the most current legislation and ensure our learning environment remains a safe place for all children and adults.
iii. Improvements in the provision of information in a range of formats for disabled pupils	To further develop all information given to pupils and their parents ensuring it is accessible	<p>School learning environments continue to be improved. The fortnightly newsletter that continues to be sent home and parents are invited to weekly celebration and class assemblies via text message. All reasonable adjustments have been made to support individual pupils. Staff continue to use visual timetables to support identified pupils with what is happening now and what will be happening next. This approach is used consistently throughout school.</p> <p>Children who have been diagnosed with IRLLEN syndrome continue to use coloured overlays (the colour of the overlay was identified during the screening process). They also have exercise books with blue paper rather than white. Any test papers or worksheets that the children are required to complete are also photocopied onto blue paper in order to ensure that the resources are accessible.</p> <p>Twitter is used to share information with parents, as well as celebrate learning. Curriculum Newsletters are sent home at the start of each new topic, along with Home Learning menus. A list of useful websites accompanies the Home Learning Menu, so that parents are equipped to support their children at home. Class teachers are aware of which parents/carers in their class have literacy difficulties and measures are in place to support them, such as meeting to discuss any letters/upcoming events and providing a Home Learning club in school.</p> <p>Staff continue to develop positive relationships with families and where staff are made aware of any parents who may find it difficult to access any information that is sent home via letter, they make sure that they talk this through with the parent in a timely fashion.</p>



### Evaluation of Accessibility Plan 19/20

	<b>Objectives</b>	<b>Impact</b>
i. Improvements in access to the curriculum	The school recognises and values all forms of achievement. We will monitor and analyse pupil performance half termly by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support.	
ii. Physical improvements to increase access to education and associated services	To improve access and make positive adjustments for disabled pupils.	
iii. Improvements in the provision of information in a range of formats for disabled pupils	To further develop all information given to pupils and their parents ensuring it is accessible	