

WEST TYNE FEDERATION OF SCHOOLS
Accessibility Plan 2017/2018

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.

| SHORT TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|------------|--|---|------------------------------|---|--|
| | To liaise with Pre-School providers to review potential intake for September 2018 | To identify pupils who may need additional to or different provision for Sept 2018 intake. | September 2017/2018 | HT EYFS teacher EYFS Co-ordinator | Procedures/ equipment/ideas set in place by September 2018 |
| | To review all statutory policies to ensure that they reflect inclusive practice and procedures | To comply with the Equality Act 2010 | Ongoing 2017/2018 | HT All subject co-ordinators | All policies clearly reflect inclusive practice and procedures |
| | To establish close liaison with parents | To ensure collaboration and sharing between school and families | Ongoing throughout 2017/2018 | HT All teachers | Adopt a clear, collaborative learning approach |
| | To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with severe asthma, epilepsy or mobility issues. | To ensure collaboration between all key personnel | Ongoing throughout 2017/2018 | HT SENDCo TAs Outside agencies | Adopt a clear, collaborative learning approach |
| | Classrooms are organised to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes. | As required | Class teacher | Increase in access to the national curriculum |
| | To ensure full access to the curriculum for all children | Outside play visits, CPD for staff and: <ul style="list-style-type: none"> A differentiated curriculum with alternatives offered. The use of P-levels to assist in developing learning opportunities for children and also is assessing | Ongoing | HT Teachers SENDCo LIST | Advice taken and strategies evident in classroom practice ASD children supported and accessing the curriculum |

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| | | <p>progress in different subjects.</p> <ul style="list-style-type: none"> • A range of support staff including trained teaching assistants. • Multimedia activities to support most curriculum areas. • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy | | | |
| MEDIUM TERM | Tasks/ Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To review attainment of all SEN pupils | <p>SENDCo/CT meeting to discuss pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p> | Termly | Class teachers SENDCo | <p>Progress made towards support plans</p> <p>Provision mapping shows clear steps and progress made</p> |
| | To monitor attainment of able/ gifted and talented pupils | <p>Able and G&T list to be updated.</p> <p>Monitor able and G&T list.</p> | Ongoing Annually | Class teachers | Able G&T children making appropriate progress. |
| | <p>To promote the involvement of disabled students in classroom discussions/ activities</p> <p>To take account of the variety of learning styles when teaching.</p> | <p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to disabled users when using a keyboard. • Giving alternatives to enable disabled pupils to participate successfully in lessons. • Creating positive images of disability within the school so that pupils grow into adults who have some | Ongoing | Whole school approach | <p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> |

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| | | understanding of the needs of disabled people. | | | |
| LONG TERM | Targets | Strategies | Timescale | Responsibilities | Success criteria |
| | To evaluate and review the above short and long term targets annually | See above | Annually | SMT Governors | All children making good progress |
| | To deliver findings to the governing body | Finance and premises and curriculum governors meetings | Annually Termly Governor/ SENDCo meetings | HT SENDCo SEN Governor | Governors fully informed about SEN provision and progress. |

Aim 2: To provide the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

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| SHORT TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | Improve physical environment of school environment. | 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. | Ongoing | HT SMT | Enabling needs to be met where possible. |
| | Ensure visually stimulating environments for all children | Colourful, lively displays in classrooms and inviting role play areas. | Ongoing | 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"> Create access plans for individual disabled children as part of the classroom support plan process. | With immediate effect, to | Teaching and non-teaching staff | Enabling needs to be met where possible. |

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| | | <ul style="list-style-type: none"> Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc... | be constantly reviewed. | | |
| | To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect, to be constantly reviewed. | HT Occupational health | |
| | Ensuring disabled parents have every opportunity to be involved. | <ul style="list-style-type: none"> Utilise disabled parking spaces for disabled adults to drop off and collect children. Arrange interpreters from the RNID to communicate with deaf parents. Offer a telephone call to explain letters home for some parents who need this. Adopt a more pro-active approach to identifying the access requirements of disabled parents. | With immediate effect, to be constantly reviewed. | Whole school team | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education. |
| MEDIUM TERM | Tasks/ Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To improve community links. | School to continue to develop strong links with other schools in Haydon Bridge Partnership and the wider community. Scrutiny of assessment system Regular liaison with parents | Ongoing | SMT All staff | Improved awareness of disabilities in the wider community of Greenhead. Improved community cohesion. |
| LONG TERM | Targets | Strategies | Timescale | Responsibilities | Success criteria |
| | Continue to develop playgrounds and facilities | Look for funding opportunities | Ongoing | Whole school approach | Inclusive child-friendly play areas |

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| | To ensure driveway, road and paths around school are as safe as possible | Communication with parents via safety messages/ letters/ walk to school week. Bikeability for KS2 children | Ongoing | SMT | No accidents |
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Aim 3 – To improve the delivery of information to disabled pupils and parents.

| SHORT TERM | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| | Parents with hearing impairment | Regular communication with parents Interpreter provided for parents evenings and annual reviews. | Ongoing | HT SMT | Two way communication in place |
| | Make available school brochures, school newsletters and other information for parents in alternative formats and the school website. | Review all current school publications and promote the availability in different formats for those that require it. | As required | HT School admin | Delivery of school information to parents and the local community. |
| | To ensure all children with ASD have access to the curriculum. | Regular parental communication Individualised multi-sensory teaching strategies used for ASD children | Ongoing | All staff to be aware. | ASD children to be able to access the curriculum. |
| | To enable improved access to written information for pupils, parents and visitors. | <ul style="list-style-type: none"> Raising awareness of font size and page layouts to support children with visual impairments. Auditing signage around the school to ensure that it is accessible to all. Label equipment in and around classrooms to aid independence for all children. | Ongoing | Teaching and non-teaching staff | Enabling needs to be met where possible. |

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| MEDIUM TERM | Tasks/ Targets | Strategies | Timescale | Responsibilities | Success Criteria |
| | To review children's records ensuring schools awareness of any disabilities | Information collected about new children <ul style="list-style-type: none"> Records passed up to each class teacher to ensure smooth transition. End of year class teacher meetings Annual reviews Support plan meetings Medical forms updated annually for all children Personal health plans Significant health problems - children's information in a separate file accessible to all staff. | Annually | All staff Outside agencies | Each teacher/ staff member aware of disabilities of children in their classes. |
| LONG TERM | Targets | Strategies | Timescale | Responsibilities | Success criteria |
| | In school record system to be reviewed and improved where necessary. | Record keeping system to be reviewed | Continual review and improvement | SMT | Effective communication of information about disabilities throughout school. |