

Accessibility Strategy Action Plan May 2018- May 2021
GRAND AVENUE PRIMARY AND NURSERY SCHOOL

Vision

Grand Avenue Primary and Nursery school promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equalities Act 2010 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Consultation, Implementation and Review

The accessibility action plan has been produced by Grand Avenue Primary and Nursery school in consultation with parents, young people and children, and specialist advisors. The action plan sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

People who have contributed to this plan:

| Name | Role |
|----------------|-------------------------------|
| Mrs Barrington | Head teacher |
| Mrs Pitcher | Deputy head/inclusion manager |
| Mrs Tanner | SEND governor |
| Mrs White | SENCO |

Other people involved in creating this plan:

| Group | Responsibilities | No. |
|---|--------------------------|--------------------------------|
| ASD steering group | Reviewing Strategy | 2 (in addition to above staff) |
| Parents – inc those with disabilities and those with children with disabilities | Completing questionnaire | 126 |
| Pupils – with disabilities | Completing questionnaire | 42 |

1. Accessibility Strategy Action Plan - Environment

Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

| | Priority | Action | Responsible Person | Timescale | Outcome |
|-----|--|--|---|------------------------|---|
| 1.1 | Ensure all parts of the school are accessible including outside environment. | When new disabled pupils apply for a school place a site survey is completed with the INCO or SENCO to check suitability and make adaptations as necessary. Staff of children with physical disabilities refer to classroom checklist. | Shona Pitcher/Carrie White | Before July each year. | Disabled pupils have full access to buildings and outside environment. |
| 1.2 | Consider reasonable adjustments for working environment for individual pupils. | Staff to consider flexible work arrangements and use the environment to ensure pupil is able to access learning. This could be the use of a work station in the classroom or space outside the classroom. | Class Teacher Shona Pitcher/Carrie White | Ongoing | Pupils are able to make decisions on the learning environment that suits their needs. |

2. Accessibility Strategy Action Plan - Curriculum

Increasing access to the curriculum

This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

| | Priority | Action | Responsible Person | Timescale | Outcome |
|-----|--|---|---------------------|---------------------|--|
| 2.1 | Reduce experience of bullying related to SEND pupils at GAP school | <p>Use of SIMs to record any bullying incidents relating to SEND in schools. Monitor and analyse bullying reports.</p> <p>Staff to complete the Anti-Bullying Alliance's free online training modules relating to SEND, available at this web address: http://www.anti-bullyingalliance.org.uk/onlinetraining</p> <p>The school will review its anti-bullying policy and procedures to reflect SEND issues.</p> | SP and AM | July 2019 | <p>Baseline for number of SEND bullying incidents is established. Incidents reduce over the duration of this action plan.</p> <p>School will have a clear anti-bullying policy and practices that include and are responsive to SEND issues.</p> |
| 2.2 | Ensure transition process from each year group is effective in informing next teacher of individual needs. | <p>All classes have transition folders which are updated regularly. Staff to be aware of how to communicate effectively with individual parents and this includes considering the use of home/school communication books.</p> <p>Behaviour plans and communication profiles shared with all concerned.</p> <p>Transition week held with lessons and opportunity for pupils to meet new staff.</p> | SP, CW, JP and CT's | June/July each year | Pupils with disabilities are well supported by class teacher and additional adults and their needs are fully considered when in new class. |

| | | | | | |
|-----|--|---|----------------|---|--|
| 2.3 | Ensure staff working with children with disabilities to continue to receive appropriate training and support | Inco and SENCO to ensure that class teachers are aware of individual needs. Inco to deliver induction for new staff. Inco and SENCO to provide relevant training opportunities for all staff. Inco and SENCO monitor effectiveness of the provision for individual pupils. Inco and SENCO ensure pupils have completed profiles. | SP CW | Review September and in July for new pupils | Pupils are effectively supported in accessing the curriculum, developing their independence and promoting social interaction. |
| 2.4 | All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation and reasonable adjustment guidance. Require that all new external providers are able to support a range of needs and have experience/training in working with a range of needs particularly Autistic pupils. | SP | Review September and in July for new pupils | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements |
| 2.5 | Ensure staff working with pupils consider individual needs in a respectful and considerate manner | When making reasonable adjustments staff, along with parents, to consider the needs and wants of the child so that they are not made to feel different i.e. careful consideration made to using resources (such as tinted paper) and when intervention/support takes place (so that they do not feel left out or miss something they want to participate in). | CT CW SP | Review September and in July for new pupils And ongoing | Children are comfortable with reasonable adjustments made for them. |
| 2.6 | Opportunities to develop friendships and improve interactions with peers are further develop. | Individual needs taken into account when planning support. Consideration of social skills groups, circle of friends, buddy system, etc. Individual targets set on making Good progress sheets where appropriate. All staff in year group to be aware of individual needs. | CT BPL | Review September and in July for new pupils And ongoing | Children are given the skills and opportunities to develop friendships. |

3. Accessibility Strategy Action Plan - Information

Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

| | Priority | Action | Responsible Person | Timescale | Outcome |
|-----|--|---|--------------------|-----------|---|
| 3.1 | Families to have easy access to clear information regarding the support available for the children with SEN and disability. | School to publish an SEN information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request. Ensure that any communication intended for a wide audience is written in plain English following guidance: http://www.plainenglish.co.uk/free-guides.html | SP CW | Annually | Families are Effectively supported and clear lines of communication are in place. |
| 3.2 | CYP at SEN support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way. | Person centred annual reviews and regular review meetings throughout the school year. Consider best ways to capture pupil voice – video, questionnaire, attend meeting, etc. | SP CW | Annually | Pupils are given the opportunity to share their opinions and these are acted on. |
| 3.3 | Ensure information provided to pupils is accessible. | Ensure class teachers and additional adults make information relating to the following, available in different formats as necessary: Homework, Timetables, Worksheets, Teacher feedback, Notices, tests. | SP CW | Termly | Disabled pupils have equal opportunity to access a range of texts and resources. |

| | | | | | |
|--|--|---|--|--|--|
| | | <p>This may include:</p> <ul style="list-style-type: none">: Recording information for pupils with learning difficulties or hearing impairments: Enlarging print for visually impaired: Simplifying language: Using picture symbol language for children with communication difficulties e.g. PECS <p>Advice and support to be given by Inco/SENCO To be regularly monitored by Inco/SENCO</p> | | | |
|--|--|---|--|--|--|