



Accessibility plan 2016-2019 – v1.0 13/07/2016

Accessibility plan 2016-2019

Section 1: Introduction, Purpose and Implementation of the Accessibility Plan

Goose Green is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. The Act includes the requirement for schools to have an accessibility plan.

The purpose of this plan is to promote equality of opportunity for disabled pupils, staff, parents, carers and other people who use the school or may wish to. This plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the school leadership team and governing body plan to proactively improve the equality of opportunity for those within the school community who have a disability. This fulfils the duty to anticipate and plan for their future needs.

A disabled person is defined by the Act as "someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The definition of disability includes physical disabilities, sensory and mental impairments and learning disabilities.

The plan focuses on:

- 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 of information to disabled pupils and parents/carers, considering the written information provided to those who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. An action plan is included in section 2 showing the priorities identified for action along with how they are to be addressed within a given timeframe. Specification of success criteria ensures that progress and outcomes can be measured. This plan is to be reviewed annually and updated at least every three years.

This accessibility plan should be considered alongside the school's other policies and plans including:

- Equalities Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Medical Conditions Policy
- Health and Safety Policy

The plan and updates will be shared on the school website, with publication of an updated version highlighted in the school newsletter. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of the school.

Complaints about matters relating to accessibility or this plan are dealt with through the procedures outlined in the School's Complaints Policy.

Author	John Ridley, SENCo
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Next formal review due	July 2017

Section 2: Action Plan

Our aims are to:

- 1) Increase access to the curriculum for pupils with a disability
- 2) Improve and maintain access to the physical environment
- 3) Improve the delivery of written information to pupils and parents/carers

The table below sets out how the school will achieve these aims.

The abbreviations used are:

- HT Headteacher
 - SLT Senior Leadership Team
 - SENCo Special Educational Needs Coordinator.
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Aim 1: Increase access to the curriculum for pupils with a disability

Objectives	Current good practice July 2017	Actions to be taken	Person responsible	Date to complete actions	Success criteria
<p><u>Objective Curr1</u> To ensure that Teachers have the skills, knowledge and disposition to:</p> <ul style="list-style-type: none"> identify barriers to learning with the support of the SENCo support children to overcome barriers to learning. 		1) Train staff at PDMs and on INSET days.	SENCo	Ongoing	<ul style="list-style-type: none"> Reasonable adjustments checklists completed each October Early identification of SEND Support for children with SEND
		2) SENCo to coach staff.	SENCo	Ongoing	
		3) Develop coaching practices among phase teaching groups.	Phase Leaders	Ongoing	
		4) Access external training where this is needed.	SENCo	Ongoing	
		5) Review own practice against 'Reasonable adjustments in the classroom – a checklist' (Appendix B)	Class Teachers	Ongoing	

<p><u>Objective Curr2</u> To ensure that Inclusion Team and Teaching Assistants have the skills, knowledge and disposition to support children to overcome barriers to learning.</p>	1) Audit the training needs of Inclusion Team and teaching assistants.	SENCo	Annually	Support for children with SEND
	2) Create a rolling CPD programme to meet the identified areas within the audit.	SENCo	Ongoing	
	3) SENCo to coach staff.	SENCo	Ongoing	
	4) Develop coaching practices among support staff.	Phase Leaders	Ongoing	
	5) Access external training where this is needed.	SENCo	Ongoing	
	6) Assess need for safer handling training	SENCo	Annually October	

<u>Objective Curr3</u> To ensure that school trips, physical activities and provision before / after school are accessible to all pupils.	Ensure all school trips are accessible to all using the school's risk assessment process.	Class Teachers	Ongoing	Trips accessible to all
	Review PE policy and curriculum to ensure PE accessible to all.	PE Leader / HT	October 2016	Updated PE policy and curriculum accessible to all
	Review PSHE curriculum to ensure disability equality issues are addressed.	PSHE Leader	February 2017	Updated PSHE policy and curriculum accessible to all
	Review After School Club accessibility.	SENCo	July 2016	Actions incorporated in this plan
	Review Breakfast Club accessibility.	SENCo	June 2017	Actions incorporated in this plan

<p><u>Objective Curr4</u> To ensure that technology, adaptations and accessibility arrangements are consistently deployed to make each lesson accessible to all pupils.</p>	Support children with poor working memory with voice recording of work.	SENCo	Ongoing from Sept 2016	SEND iPads identified and loaded with dictation software
	Implement a trial IT-based tool for accessible learning	SENCo / IT Manager	Oct 2016	Nessy Reading & Spelling in KS2
	Review of further IT options	SENCo / IT Subject Lead	January 2017	Actions incorporated in this plan
	Implement QR codes to access resources and display.	IT Subject Lead	Dec 2016	QR codes on displays and in classrooms
	Undertake learning walk across school of use of technology, adaptations and accessibility arrangements.	SENCo	Annually March	Actions incorporated in this plan

Aim 2: Improve and maintain access to the physical environment

Objective Phys1 Improve the physical environment for people with mobility or sensory difficulties.	1) Use an audit tool to assess the physical environment (Appendix A)	Premises Manager	Annually March	Completed Audit
	2) Prioritise from the audit any physical adaptations that may be required.	Premises Manager /HT	Annually April	Audit actions complete within timescales specified
		Premises Manager /HT	Annually July	Expenditure included in next year's school budget
	3) Assess the adaptations required for new pupils joining the school.	SENCo / Premises Manager	Ongoing	Report of adaptations required submitted to HT for review and/or action
4) Review Comfort Zone against best practice criteria for sensory needs	Inclusion Manager / Premises Manager	March 2018	Actions incorporated in this plan	

Aim 3: Improve the delivery of written information to pupils and parents/carers

<p>Objective Inf1 To improve the user friendliness of a variety of media available for pupils.</p>	1) Printed resources use minimum 14 point and an accessible font.	HT	Ongoing from Sept 2016	All can access all printing
	2) Review IWB planning for accessibility.	SLT	February 2017	All can access IWBs
	3) Incorporate accessibility criteria in planning scrutiny.	SLT	March 2017	Evidence of access to info in all lessons
	4) Ensure stock of pastel copy paper	School Office	Ongoing	Pastel paper used
	5) Provide alternative media to specific pupils	SENCo	Ongoing from Sept 2016	iPads available to specific pupils
	6) Review accessibility of assemblies	SLT	March 2017	All can access assembly

<p><u>Objective Inf2</u> To improve the user friendliness of a variety of media available for parents.</p>	1) Policies and plans created in 14 point using the accessible Century Gothic font.	HT	Ongoing	All new policies and plans: better access
	2) Consult with parents on how well we communicate.	HT	February 2017	Summary report
	3) Prioritise areas to improve following the consultation.	SLT	April 2017	Actions incorporated in this plan
	4) Review the website.	SLT	Annually October	Up to date
	5) Review the info board at gate.	HT	Start of each term	Up to date
	7) Implement an interactive or microsite version of the SEND Information Report.	SENCo	July 2016	PDF with hyperlinks
		SENCo	Dec 2016	Key info videos
SENCo		July 2017	Microsite	

Appendix A: Access audit - template

Audit of school environment				
Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Playground				
Internal signage				
Emergency escape routes				
Display				
Classroom environments				
Audit of known issues				
Parent/carer who cannot access beyond ground floor for parent meetings and pupil progress, requiring use of lower hall.				

<p>LA suggest that particular class with child having access needs remain in a classroom on the ground floor throughout their time at Goose Green.</p>				
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Appendix B: Reasonable adjustments in the classroom – a checklist

Feature	Description	Actioned
1. Pre-planning information	<ul style="list-style-type: none"> • Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class? • Have you been shown or do you know how these disabled pupils' access needs and personal care needs will be met in the class? • If you don't know how the disabled pupils' needs will/can be met, seek advice from the SENCo, Head of Phase, SMT / SLT member, Educational Psychologist, Advisory Teacher or Health Professionals. 	
2. Teacher preparation	<p>What preparation have you made with the class/group for:</p> <ul style="list-style-type: none"> • One to one peer support • Collaborative teaming • Group work • Valuing difference of race, gender, disability or religion <p>How do you ensure that mutual respect is encouraged in your classroom?</p>	

	<p>Are you clear about how to deal with bullying and harassment in the class?</p>	
<p>3. Lesson planning</p>	<p>How will you support the needs of all learners? Consider:</p> <ul style="list-style-type: none"> • Timing • Variation of activities • Types of activities (concrete / abstract) • Reinforcement of key ideas • Extension work • Recall of previous work • Links to future work • Clear instructions <p>Will the content of the lesson engage all pupils from the beginning?</p> <p>Will there be sufficient variation in activities and pace to engage all?</p> <p>Are you able to access specially adapted equipment for some students to enable them to participate fully? If not, can an alternative way be found?</p> <p>Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</p>	

<p>4. Teaching styles</p>	<p>What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. photos, mind maps, diagrams, maps, pictures, film clips, wall displays? • Auditory e.g. story-telling, talking, effective questioning, problem solving, clear sequencing, music, singing? • Kinesthetic e.g. movement, role play, artefacts, using the environment? 	
<p>5. Prepared materials</p>	<p>Are written materials accessible to all? Consider formats, readability, length, content.</p> <p>Scaffolding e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word banks, number lines. Are these accessible for all?</p> <p>Appropriate use of augmented communication and ICT.</p>	
<p>6. Self-presentation</p>	<p>Have you thought about how you will:</p> <ul style="list-style-type: none"> • React to situations of stress, humour, seriousness, embarrassing questions? • Challenge the behavior not the child? <p>Are all the pupils aware that you might approach the behavior of some pupils differently to the rest of the class?</p> <p>How will you use your voice in the classroom and ensure</p>	

	<p>all the pupils are understanding you? E.g. volume, tone</p> <p>Where will you position yourself in the classroom and when?</p>	
7. Use of support staff	<p>Have you met with or at least communicated with support staff before the lesson?</p> <p>How are you going to deploy other adult support during the lesson?</p> <p>Does their use allow all children to be equally included in the class activities?</p> <p>If you are using support staff for withdrawal, how do you know that the pupils are gaining from this? How are the groups organized? Are all children getting fair opportunities to work with the teacher?</p>	
8. Classroom organisation	<p>Is seating carefully planned and/or the activity accessible for pupils with:</p> <ul style="list-style-type: none"> • Mobility impairments e.g. circulation space, table height • Hearing impairments e.g. sight line for lip reading / signer / interpreter / no glare • Pupils with challenging behavior e.g. in adult gaze, at front for eye contact • Pupils with short attention span / easily distracted 	

	<p>e.g. sit on own / paired with peer</p> <ul style="list-style-type: none"> • Learning needs who need a lot of support e.g. next to peer supporter • Short attention span e.g. distraction-reduced zone? <p>What seating plans are you using and why?</p> <p>Will seating plans make use of peer support and how?</p>	
9. Pupil grouping and organisation	<p>Consider:</p> <ul style="list-style-type: none"> • Friendship groupings • Mixed gender / same gender groupings • Mixed attainment / similar attainment groupings • Specific pairs of pupils working together e.g. stronger reader / less strong reader. 	
10. Anticipating unexpected incidents	<p>Are you aware of the systems for dealing with unexpected incidents, such as evacuation, fainting, fits, incontinence, medical emergencies?</p>	
11. Ensuring all pupils feel equally valued	<p>How will you ensure that all pupils feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • The allocation of teacher and support staff time • Being listened to / paid attention to • Being respected • Achieving 	

	<ul style="list-style-type: none">• Interacting with their peers.	
12. Assessing the outcomes	<p>How will you assess the outcomes?</p> <ul style="list-style-type: none">• Do you have a scheme for assessing the achievements of all?• Have you looked at alternative forms of assessment? E.g. video recording, photographs, peer evaluation, self-evaluation• How will you involve pupils in assessing their progress?	