



Edale Rise Primary and Nursery School

Disability Access Plan – Autumn 2018



Increasing the extent to which disabled pupils can participate in the school curriculum

Provision and strategies already in place:

- ✓ school clubs, sporting, cultural activities and school visits are accessible to all pupils, including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources
- ✓ the school makes full use of a range of LA support services, health professionals and the community
- ✓ the Inclusion Leader keeps informed of new ideas and takes advantage of opportunities to extend her knowledge and share good practice. Actions include: attendance at LA and Academy Trust network meetings; CPD opportunities; liaison with external agencies
- ✓ the school employs staff whose role it is to support children with a variety of needs. Actions include: child-centred CPD; shared practice amongst school staff and staff across schools
- ✓ 'P' level descriptors and PIVATS/ Small Steps are used to monitor the progress of pupils experiencing barriers to learning and participation
- ✓ AET Progression Framework used to monitor holistic development, including communication and interaction, skills for independence, play skills, learning behaviours
- ✓ Class Provision maps provide an overview of support for children with SEND
- ✓ Individual Provision maps are in place for all pupils with SEND supported at Higher Level Need (HLN)/Educational Health Care Plan (EHCP) and for children receiving additional needs support

- ✓ The school sets academic targets for all children and monitors progress on a termly basis through Pupil Progress meetings
- ✓ Every class has *Class Conferences* where children's needs are discussed, including wellbeing and involvement, from which provision maps are set up
- ✓ The school uses a single, 'dyslexia friendly' system of signs and symbols for visual timetables and labelling resources
- ✓ There are a range of intervention programmes in place for children with identified needs
- ✓ External professionals support children and advise staff in curriculum delivery
- ✓ Children are supported as needed by extra time and reader support to allow access to assessments

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	Continue to use In-Print signs and symbols visual resources across school.	Visual resources are part of environment audits	The use of visual prompts in classes and for individual children is embedded across school	Ongoing	All staff	Inclusion Leader Head Teacher Inclusion Governor
	Introduce the routine use of Makaton across school	Weekly CPD for whole staff during staff meetings Makaton signed singing in classes and assemblies	Staff to use Makaton signs alongside spoken language for agreed basic vocabulary (days, colours)	Weekly	All staff	
			All children access sign supported language	Ongoing		
Medium-	Raise awareness of Downs Syndrome and Makaton	CPD through staff meetings and supported by parent	Staff are confident to use Makaton supported	Ongoing	All staff, external agency	Inclusion Leader Head Teacher Inclusion

term	communication		communication		professionals	Governor
Long-term	Ensure progress by all children	<p>Access appropriate CPD to support development of 'whole child', including physical development and development of communication</p> <p>Adopt mastery approach to teaching and learning to ensure challenge for all and greater depth learning for higher achievers</p> <p>Embed rigorous monitoring of interventions and impact</p> <p>Maintain additional needs provision for children working below age-related expectations</p> <p>Take opportunities to access outreach programmes aimed at mastery</p>	<p>All children make good or better progress.</p> <p>All children make good or better progress, with higher achievers progressing to greater depth in learning</p> <p>Target interventions accurately through discussion at Pupil Progress meetings</p> <p>Higher achievers experience different environments and approaches to enhance their learning at greater depth</p>	Ongoing from Sept 18	All staff, external professionals, Outreach Teams.	Inclusion Leader Head Teacher Inclusion Governor

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of educational and associated services

Provision and strategies already in place:

- ✓ all steps have handrails
- ✓ all steps are marked with painted edges
- ✓ all teaching areas are ramped and accessible to wheelchairs/pushchairs and walking frames
- ✓ there are no internal steps
- ✓ every classroom is carpeted
- ✓ school alarms are auditory and some have visual components
- ✓ there are fire evacuation procedures in place together with regular practices
- ✓ Inclusion Leader is aware of how to access high cost equipment for identified children
- ✓ Changing/First Aid facilities are in place
- ✓ Adapted toilet is in place with step support as necessary
- ✓ All doors have handles that are visible in the event of fire
- ✓ Emergency lighting in place

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	To allow children access to sensory facilities	Resource and develop use of Rainbow Room as a sensory and teaching space. Liaise with Children's Centre re: use of sensory room	Children have access (on and off site) to high quality sensory and learning facilities	Ongoing	Inclusion Leader SEND Staff External agency professionals (Autism Team/LST)	Inclusion Leader Governor for SEND
	To allow children accessible learning environments in their classrooms	Set up workstations	Children have appropriate, consistent learning environment in and out of classroom			

Medium-term	Purchase resources according to needs of SEND pupils	Audit pupils and liaise with parents and outside agencies	Children adequately resourced and accessing curriculum	Ongoing	Inclusion Leader	Inclusion Leader Governor for SEND HT
Long-term	To maintain high quality environment in terms of accessibility.	Annual audit of school environment to ensure high quality facilities Strategy put in place for wheelchair based pupils to access the hillside area from the top gate	Physical environment of the school is maintained and suitable for a range of needs.	Ongoing	Head Teacher Inclusion Leader Site Manager, Link Governor	Inclusion Leader Governor for SEND HT

Improving communication through a variety of written and other media

Provision and strategies already in place:

- ✓ Visual timetables are used in all classrooms
- ✓ Signs and symbols are used to label areas and resources in the classrooms
- ✓ Develop use of Makaton signs by staff
- ✓ Enlarged text and written print
- ✓ Use dyslexia-friendly strategies/resources across school
- ✓ School uses child friendly text from school handwriting policy (Nelson) eraction
- ✓ Use of PECs (Picture Exchange Communication) and Intensive Interaction to develop early communication
- ✓ Talk Boost in EYFS to support early language development
- ✓ The school has access to interpreters via telephone support
- ✓ School employs staff with a variety of first languages to interpret for parents
- ✓ School uses interpreters for Multi Agency meetings
- ✓ Large keyboards in school

✓ Parent liaison worker supports parents with documentation and information gathering

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	To ensure that the environment is accessible to all children	<p>Ensure that all resources are labelled with symbols</p> <p>Ensure that print is enlarged as appropriate</p> <p>Use buff/coloured paper and whiteboard backgrounds, coloured overlays and tabletop resources.</p>	Resources labelled; children able to access resources independently	Autumn 2018	Teachers and TAs	HT Inclusion Leader Governor for SEND
Medium-term	To ensure communication in school is accessible to all children	Develop use of Makaton signs.	Children's language acquisition, communication and awareness supported.	Ongoing	Teachers and teaching assistants	HT Inclusion Leader Governor for SEND
		Pre-teach to embed vocabulary				
		Support spoken word with visuals where appropriate/necessary.	Children develop early communication	Ongoing	SEND team	
		Develop use of communication strategies such as PECs and Intensive Interaction	Children develop early language	Ongoing	EYFS team	
Long term	Ensure sustainability of strategies	Audit learning environment and resources to ensure that provision is in place	Provision audited, updated and responding to children's needs	Annually, ongoing	Inclusion Leader, staff, HT, Appropriate external agency professionals	HT Inclusion Leader Governor for SEND
		Organise CPD as required	Staff are confident to maintain and/or	Ongoing		

			deliver strategies			
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Plan reviewed by: S Pawluk, Inclusion Leader, S O'Connor, Head Teacher, Link Governor

Date: October 2018

Agreed by staff: Autumn 2018

Date of next review: October 2021