

Disability Access Plan – Autumn 2022

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
- ✓ The Engagement Model and B-Squared/ 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
- ✓ Target trackers are in place for all pupils working below age-related expectations
- ✓ Individual Provision maps are in place for all pupils with SEND supported at Higher Level Need (HLN)/Educational Health Care Plan (EHCP)
- ✓ The school sets academic targets for all children and monitors progress on a termly basis through the Pupil Progress process
- ✓ Every class has Class Conferences where children's needs are discussed, including wellbeing and involvement, from which concerns are identified
- ✓ Routes to Inclusion process used to identify and support SEMH needs
- ✓ 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 need
- ✓ 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
- ✓ Technology in school supports alternative ways to record and access curriculum

	Targets	Strategies	Outcome	Timeframe	Personnel	Monitoring
Short-term	Continue to use Widgit 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, including dual coding	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	Staff to use Makaton signs alongside spoken language for agreed basic vocabulary (days, colours)	Weekly	All staff	
		Makaton signed singing in classes and assemblies	All children access sign supported language	Ongoing	All staff	
	Facilitate practical movement breaks	Use of movement videos (e.g. Go Noodle)	Whole class or small group access to re-focus throughout the day	Ongoing	Inclusion Lead & English Lead to establish All staff to implement	
		Use Sensory Trail in school corridor	Children can access without adult supervision in order to re-focus mid-lesson	Ongoing	Inclusion Lead to establish All staff to implement	
	Proprioception intervention	Individualised intervention to focus/calm/ stimulate children	Tailored	Inclusion Lead/HLTA to identify through R2i process TA to implement		
Medium-term	Raise awareness of Down Syndrome and	CPD through staff meetings and supported by parent	Staff are confident to use Makaton	Ongoing	All staff, external agency professionals	Inclusion Leader Head Teacher Inclusion Governor

	Makaton communication		supported communication			
Long-term	Ensure progress by all children	Access appropriate CPD to support development of 'whole child', including physical development and development of communication	All children make good or better progress.	Ongoing	All staff, external professionals, Outreach Teams.	Inclusion Leader Head Teacher Inclusion Governor
		Adopt mastery approach to teaching and learning to ensure challenge for all and greater depth learning for higher achievers	All children make good or better progress, with higher achievers progressing to greater depth in learning			
		Use Routes to Inclusion process to support identification of need and support	Accurate identification of appropriate intervention			
	Embed rigorous monitoring of interventions and impact	Target interventions accurately through discussion at Pupil Progress/Class Conference/Routes to Inclusion Analysis meetings	Ongoing	All staff Inclusion Lead HLTA		
Maintain awareness of range of Special Educational Needs	Take opportunities to access outreach programmes aimed at mastery	Higher achievers experience different environments and approaches to enhance their learning at greater depth	Ongoing	All staff		
	Support national awareness days	School community maintains inclusivity	Ongoing	Inclusion Lead/All staff		

		Use PSHE curriculum to explore school 'not better, not worse, just different' ethos				
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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 Cabin 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	Tailored		

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:

- ✓ Whole school oracy project
- ✓ Dual coding teaching and learning resources for children and staff
- ✓ 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)
- ✓ Use of PECs (Picture Exchange Communication) and Intensive Interaction to develop early communication
- ✓ Talk Boost in EYFS to support early language development
- ✓ NELI intervention in EYFS/KS1
- ✓ The school has access to interpreters via telephone support
- ✓ School employs staff with a variety of first languages to interpret for parents
- ✓ School uses available interpreters for Multi Agency meetings
- ✓ Use of text-based Schools Communication system to message parents
- ✓ 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>Dual coded teaching and learning resources</p> <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/Powerpoint backgrounds, coloured overlays and tabletop resources.</p> <p>Knowledge organisers adapted to include supporting visuals</p> <p>Use a range of teaching resources and media</p> <p>Displays to be muted and minimalist, displaying essentials only.</p>	<p>Children see familiar icons to support learning</p> <p>Resources labelled; children able to access resources independently</p> <p>Refer to BDA Dyslexia Style Guide 2018</p> <p>All children will access knowledge-rich curriculum</p>	<p>Ongoing</p> <p>Autumn 2020</p> <p>Ongoing</p>	Teachers and TAs	HT Inclusion Leader Governor for SEND
Medium-term	To ensure communication in school is accessible to all children	<p>Develop use of Makaton signs.</p> <p>Pre-teach to embed vocabulary</p> <p>Support spoken word with visuals where appropriate/necessary.</p> <p>Develop use of communication strategies such as PECs and Intensive Interaction</p>	<p>Children's language acquisition, communication and awareness supported.</p> <p>Children develop early communication</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Teachers and teaching assistants</p> <p>SEND team</p>	HT Inclusion Leader EYFS Lead Governor for SEND Educational Psychologist

		Embed Talk Boost/NELI intervention in EY/KS1 setting	Children develop early language	Ongoing	EYFS/KS1 team	
		Embed Oracy strategies in KS1/2 – see School Priority Plan	Children develop communication & interaction	2021-22	Asst Head	
		SLCN audit	Action Plan	(Completed Summer 2020)	Inclusion Lead & Educational Psychologist	
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 EYFS LEad Governor for SEND Educational Psychologist
		Organise CPD as required	Staff are confident to maintain and/or deliver strategies	Ongoing		
		Set targets from SLCN Action Plan & Oracy approach	Gold standard SLCN provision in school	2020-21	Asst Head	

Plan reviewed by: S Pawluk, Inclusion Leader, DM Crosby, Head Teacher, Link Governor

Date: September 2022

Date of next review: October 2024