

## Ashbury Meadow Primary School Accessibility Plan 2019/2020

Aim	Strategy and responsibility	Outcome	Timeframe	Achieved
<p><b>Objective 1: Improvements in access to the curriculum</b></p> <p>To set suitable learning challenges for students with Special Educational Needs and disabilities and pupils with social, emotional and mental health needs.</p>	<ul style="list-style-type: none"> <li>-SENDCO continues to communicate with and liaise with our local Special Schools and other agencies to help staff to meet children’s needs especially The Grange, Lancasterian and Bridgelea using resources and/or intervention and applying advice</li> <li>-Staff fully brief new teachers during transition meeting to discuss individual needs and SENDCO to monitor to ensure individual needs are being met</li> <li>- SENDCO to ensure care plans are shared with all staff working with individual pupils with SEN and disabilities and pupils with social, emotional and mental health needs</li> <li>- SENDCO to lead and manage 1:1 support TAs e.g. CPD; organisation</li> <li>- Teachers to consider how pupils with SEND will access the curriculum including consideration when planning lessons of their developmental stage, educational visits and participation in Learning Outside of the Classroom activities and carry out appropriate risk assessment to ensure their safety and access</li> <li>- Pupils with SEND are assessed using the most appropriate assessment (e.g. Boxall, Autism Education Trust Framework) so that appropriate next steps can be identified and challenge is appropriate and suitable</li> </ul>	<p>Pupils with disabilities are set suitable learning challenges based on assessment and have full access to the curriculum</p> <p>Pupils with disabilities make at least good progress</p> <p>Transitions are managed to ensure pupils are able to move to the next stage smoothly</p> <p>Staff feel confident to respond to the diverse needs of pupils with disabilities</p>	<p><b>Ongoing</b></p>	
<p>To use interventions and other support to help all children to make appropriate progress</p>	<ul style="list-style-type: none"> <li>-Assessments before and after interventions monitored to identify pupils not making progress</li> <li>- Talking maths programme and focus on language/vocabulary development used to support pupils with English as an additional language in order to enable EAL pupils to access the curriculum</li> <li>-Teachers of children with Speech and Language needs are regularly supported by Speech and Language therapist</li> <li>-Train new staff as needed to deliver Lexia programme for dyslexic pupils; Use Lexia reports to monitor progress of dyslexic pupils</li> <li>-Pupils with specific learning difficulties (SPLD) participate in Word Horner/Word Wasp with 1:1 SPLD teacher</li> <li>- All staff routinely use training and</li> </ul>	<p>Pupils with EAL make at least good progress</p> <p>Pupils with dyslexia make at least good progress</p> <p>Pupils with Speech and language needs make at least good progress</p> <p>Pupils with EHCPs make at least good progress against their individual targets.</p> <p>Pupils with social, emotional and mental health needs are well supported and</p>	<p><b>Ongoing</b></p>	

	<p>application of ELKLAN strategies to embed the communication friendly school</p> <ul style="list-style-type: none"> <li>-Pupils with specific learning difficulties have a bespoke intervention, timetabled on a six weekly basis so that each child never misses the same lesson in that period.</li> <li>-Pastoral support team to deliver interventions for pupils with social, emotional and mental health needs</li> <li>-Pupils with Education and Healthcare Plans (EHCP) have a tailored curriculum to ensure that support outlined in their EHCP is delivered</li> </ul>	<p>develop personalised strategies to overcome difficulties</p>		
<p><b>Objective 2: Improvements in access to the physical environment to increase access to the school</b></p> <p>To maintain good access to all areas of the school grounds &amp; buildings for a range of disabilities</p>	<ul style="list-style-type: none"> <li>-Maintain accessibility to first floor areas of the school buildings via lift</li> <li>-Ensure that disabled toilets are maintained and functioning with cleared access</li> <li>-Ensure cleared access of ramp to outdoor learning classroom</li> <li>-Ensure new support staff are fully briefed about school buildings, grounds and access for disabled pupils as necessary</li> <li>-Ensure that staff of pupils with disabilities are fully briefed regarding fire evacuation procedures &amp; fully understand their responsibilities; staff to be trained to use the evacuation chair (Evac chair)</li> <li>-Ensure cleared access at top of stairwells where designated refuge areas are located to ensure the safety of disabled people who have a Personal Emergency Evacuation Procedure</li> <li>-All staff working with disabled pupils receive moving and handling training as appropriate</li> </ul>	<p>Accessibility to the school grounds &amp; buildings is maintained for a range of disabilities</p> <p>Staff are trained in the moving and handling of disabled pupils who require it and have a good understanding and knowledge of how to operate specialist equipment safely</p> <p>Staff are confident in safely managing the evacuation of pupils with disabilities in the event of a fire</p>	<b>Ongoing</b>	
<p><b>Objective 3: Improving the availability of accessible information (written or otherwise) to disabled pupils/staff.</b></p> <p>Written information is provided in a variety of formats.</p>	<ul style="list-style-type: none"> <li>-Newsletter to be emailed weekly to parents/carers to enable parents/carers to enlarge text &amp; use text reader</li> <li>-Information e.g. letters and policies to be provided via website and Schoolcomms (bulk text service)</li> <li>-Large print versions of text available for pupils who require it</li> <li>-Specialist equipment and resources available for pupils with disabilities</li> </ul>	<p>All parents/carers and pupils can access printed information regardless of disability</p>	<b>Ongoing</b>	