



## Accessibility Plan 2020-2023

**Long Term aim:** *To maximise the attainment of every child in our care by meeting their physical, social, cultural, educational and gender needs. To meet the needs of parents and carers in a way that allows them accessibility to information and the school environment.*

**Short Term target:** *To create a diverse curriculum that is accessible to every child and that provides a wide range of activities so that every child can find an area of expertise.*

Targets	Strategies	Outcome	Responsibility/Monitoring	Timeframe Cost Implications	Goals Achieved
<b>The physical environment is matched to the needs of the school community and visitors</b>	<ul style="list-style-type: none"> <li>Every member of staff arranging an appointment for people to visit the school to ascertain any special requirements so that ramps etc are organised in advance to facilitate access to all areas.</li> <li>Ensure portable ramp is stored in the place where it is most used (currently Reception quad) and that all staff know where to find it.</li> </ul>	<ul style="list-style-type: none"> <li>Portable ramps are in place in advance of the visit to exclude delay or embarrassment for the visitor.</li> <li>A hoist is in place in the disabled toilet which has been extended to accommodate a rising changing bed. Disposable gloves and aprons, catheters and all other equipment are stored hygienically in the same room and 3 staff are trained in moving, handling and catheterisation.</li> <li>Every entrance to the building has a permanent ramp and is accessible for wheelchair users</li> </ul>	<p>HT, Senco and all staff including office</p> <p>SBM, Senco</p>	<p>Portable ramps are available on site and need to be appropriately deployed in advance of visits. No cost</p> <p>Cost of hoists covered by LA</p> <p>Cost of extending the room – half was paid by LA, half by school</p> <p>Cost of permanent ramp covered by LA</p>	<p>Ongoing</p> <p>July 2019</p> <p>July 2019</p>
<b>Ensure the disabled</b>	<ul style="list-style-type: none"> <li>Fix a permanent sign to the</li> </ul>	<ul style="list-style-type: none"> <li>A double space has</li> </ul>			

<p><b>parking space in the school car park is not used by people who don't need it</b></p>	<p>fence behind the space</p>	<p>been created which is wide enough to open doors without obstruction and is situated in a suitable place for easy turning</p>	<p>SBM, HT</p>	<p>£</p>	<p>January 2020</p>
<p><b>For children's toileting needs to be met in a safe, clean, comfortable and respectful environment</b></p>	<ul style="list-style-type: none"> <li>• Create a dedicated changing area with a changing bed that moves up and down to enable wheelchair transfers, hoist, appropriate cleaning toiletries, comfort, privacy and the opportunity to foster independence.</li> </ul>	<ul style="list-style-type: none"> <li>• A clean, safe, accessible and comfortable area is identified and building works to enlarge the room have been planned by Physio, OT, Senco and SBM. Building will be complete by Sept 19.</li> <li>• New hoist is in place and staff are trained</li> </ul>	<p>SBM, Senco</p>	<p>By September 2019 Cost: Approx £100 p.a.</p>	<p>Sept 2019</p>
<p><b>Facilities and equipment is in place to support children with medical difficulties</b></p>	<ul style="list-style-type: none"> <li>• Training is organised with specialist medical staff and delivered before the child enters the school</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment, knowledge and timetables are in place to support pupils who need continual monitoring and delivery of insulin</li> <li>• Equipment and timetable are in place to facilitate catheterisation of pupils</li> <li>• Training has been delivered by OTs and Physios and Moving and Handling team so we can enable safe movement for child with Spina Bifida</li> </ul>	<p>Senco</p>	<p>By September 19  By September 19  By September 19</p>	<p>Sept 17 for Year 2 child. September 19 for class staff of new children Training is delivered to new staff when the child moves class  Sept 19 with regular reviews as needs change</p>



	<ul style="list-style-type: none"> <li>• Sensory toys/bucket to attract attention and stimulate interest</li> <li>• Correct size font in books</li> <li>• Yellow paper to make writing more distinct</li> </ul>	has emotional needs met and feels safe		changing need	frequently reminded to ensure the children have their hearing aids and/or glasses.
<b>The curriculum is differentiated appropriately to take account of all individual pupils' learning needs</b>	<ul style="list-style-type: none"> <li>• Cumbrian Reading Scheme strategies are used in all classes with children who need accelerated progress.</li> <li>• Talk for Writing is being introduced in September 2019</li> <li>• Elements of First Class at Number are used to accelerate maths progress</li> <li>• Precision teaching is used to accelerate progress with individuals or groups who are struggling to acquire specific concepts or skills</li> <li>• Intervention groups are run from 8.30 for identified children in order to accelerate progress in literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Less able readers make improved progress, have a sense of achievement and maintain their self esteem</li> </ul>	Inclusion Team and class teachers	This is ongoing and daily. Cost: is included in staffing costs	All interventions are monitored for effectiveness. Individual pupil progress is tracked half termly to assess the impact of strategies and interventions. End of KS1 assessments are usually above the National average but in 2019 were below so accelerating pupil progress is a strong focus for 2019-20

Targets	Strategies	Outcome	Responsibility/Monitoring	Timeframe Cost Implications	Goals Achieved
	<ul style="list-style-type: none"> <li>SMT have a focus on differentiation in planning to ensure all needs are met and that support staff are employed to maximum effect</li> </ul>	<ul style="list-style-type: none"> <li>Support staff will have greater knowledge of strategies to support children i.e. Handwriting Programme, Cumbrian Reading, Use of ICT, First Class Numbers maths to enhance progress</li> </ul>	HT, Senco	Cost: The cost of an additional 10hrs of TA time in each class	
	<ul style="list-style-type: none"> <li>SENCO to support Yr2 SEN Support children in small daily 'catch-up' groups targeting reading in Spring term</li> </ul>	<ul style="list-style-type: none"> <li>Progress in literacy will be accelerated by end of KS1 for all non-statemented pupils.</li> </ul>	Senco	No additional cost	Children make accelerated progress
	<ul style="list-style-type: none"> <li>TA to support SEN Support children in small daily catch up groups for literacy and maths.</li> </ul>	<ul style="list-style-type: none"> <li>Progress in literacy will be accelerated by end of KS1 for all non-statemented pupils.</li> </ul>		No additional cost	Children make accelerated progress
	<ul style="list-style-type: none"> <li>For more able writers to be stretched and extended so that they have an enhanced ability to write to a high level in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>Potential of able learners maximised</li> </ul>		No additional cost	Children maximise their potential
	<ul style="list-style-type: none"> <li>The curriculum to offer a range of diverse and motivating activities including supported role-play, cooking, gardening and sustainability and Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>Learners of all ability, aptitude and interests are engaged and can find an area in which they achieve well</li> </ul>		Role Play £500 Budget £600 Gardening Budget £400 Cooking Budget	Children engage with enthusiasm and learn more because they remember what they enjoy

Targets	Strategies	Outcome	Responsibility/Monitoring	Timeframe Cost Implications	Goals Achieved
<p><b>Teaching &amp; learning across the curriculum reflects equal opportunities for all with physical impairment or special educational needs and relates to pupils' everyday experiences</b></p>	<ul style="list-style-type: none"> <li>Children with severe communication difficulties to be helped by Makaton or visuals. EYFS have had training and use it in class when needed</li> <li>Staff raise concerns about learning through CPOMS and the Inclusion Team respond. Each member has different areas of knowledge which provide helpful strategies</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to communicate with less frustration.</li> <li>Children with language and communication needs are taught with understanding and skill so that they make the best possible progress</li> <li>Children are able to contribute to assemblies and performance</li> </ul>	<p>Inclusion Team</p>	<p>No cost</p> <p>Ongoing Cost of training for new staff</p>	<p>Inclusion Team was created September 2019</p> <p>Using CPOMS to raise concerns re SEN started in September 2019</p>
	<ul style="list-style-type: none"> <li>Make adaptations for children with allergies. Cooking assistants, Dinner Lady, Cook and Class staff have list of children with food allergies. Child's photo and allergies to be displayed in staff room to inform all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate recipes are chosen to ensure all children enjoy cooking safely. Adaptations are made to school lunches for individuals involved. Class staff and Dinner Ladies are aware and ensure child has safe food and experiences.</li> </ul>	<p>Class Teachers/H.T's</p>	<p>Continuous No Cost</p>	
	<ul style="list-style-type: none"> <li>Through our Emotional Literacy Programme/PSHE/SMSC/Modern British Values teaching all pupils to develop understanding and respect for differences whether they be social, cultural, racial, physical or linked to ability.</li> </ul>	<ul style="list-style-type: none"> <li>True inclusion of all pupils with freedom from prejudice. Pupils will all feel valued Differences are celebrated.</li> </ul>	<p>SENCO is responsible for identification and communication of needs. All school staff are responsible for implementation..</p>	<p>No additional cost</p>	

Targets	Strategies	Outcome	Responsibility /Monitoring	Timeframe Cost Implications	Goals Achieved
<b>All children with difficulties are supported in ways that maximise their ability to succeed.</b>	<ul style="list-style-type: none"> <li>• Every child with specific needs is discussed in separate meetings with teachers, support staff, dinner ladies who are given a sheet which communicates difficulties and strategies for each child to assist good progress</li> </ul>	<ul style="list-style-type: none"> <li>• All school staff are aware of difficulties and the best way to support each child. Each child will feel supported and enabled to succeed. Strategies for support are consistent across the school for each child</li> </ul>	<b>Senco</b>	During September every year	For known children prior to transfer to a new class. For new children by the end of September at the latest every year.
<b>Inclusion for all is embedded in the Induction System. This includes inclusion for families from the full variety of races and cultures.</b>	<ul style="list-style-type: none"> <li>• Volunteers and Students have induction to raise awareness and understanding.</li> <li>• School prospectus makes our school's commitment to inclusion and accessibility clear.</li> <li>• Induction meetings for parents to include explanation of our commitment to all learners and carers.</li> <li>• Parents walkabouts to make reference to inclusion and accessibility</li> <li>• Staff to be given necessary training when we know an individual with different needs is about to join our school</li> <li>• Families are invited to share their cultures through a variety of activities such as cooking and celebrating festivals,</li> </ul>	<ul style="list-style-type: none"> <li>• The whole school community understand our belief in the value of including and supporting all people and can see how this works to benefit the whole community</li> <li>• Staff are able to support the individual in the appropriate way. The individual feels welcome, supported and confident.</li> <li>• All staff and parents understand the importance of inclusion and accessibility.</li> <li>• Staff are well informed, adaptations are made if necessary. The individuals' needs are met promptly.</li> <li>• Families and children from all cultures feel included and valued. Difference is celebrated and enjoyed. There is a reduction in fear of differences. Children are able to celebrate and enjoy differences, have respect for each other and have consideration for other people's feelings</li> </ul>	H.T, DHT, class staff, Senco	No additional cost	<p>This is embedded, ongoing and pervades the whole school at all times.</p> <p>Prospectus is reviewed every September</p>

	<p>art, clothing and artifacts with all pupils.</p> <ul style="list-style-type: none"><li>• Child Protection Officer ensures systems are in place to support families in need.</li></ul>				
--	--	--	--	--	--



Targets	Strategies	Outcome	Responsibility/Monitoring	Timeframe Cost Implications	Goals Achieved
	<ul style="list-style-type: none"> <li>Child Protection Officer ensures systems are in place to support families in need.</li> </ul>	<ul style="list-style-type: none"> <li>Family needs across a range of areas are better met ie food, clothing, health, housing, emotional, behaviour management. Inclusion is facilitated. Wellbeing is enhanced. Pupil attendance is improved</li> </ul>	CPLO, HSLW	Home School Link Worker salary. CPLO salary	Goals are achieved in small and large ways across every year
<b>The curriculum is designed to meet the needs of boys and girls in order to maximise wellbeing and progress</b>	<ul style="list-style-type: none"> <li>The curriculum is designed to engage both genders by adapting to suit different learning styles and interests.</li> </ul>	<ul style="list-style-type: none"> <li>All children are enabled to make the best possible progress because the stimuli has been appropriate to their interests and needs. Boys and girls have equal opportunity to succeed and make outstanding progress.</li> </ul>	All teaching staff.	Continuous. No additional cost.	Tracking and data show both boys and girls make outstanding progress during their time in the Infant School.
Targets	Strategies	Outcome	Responsibility/Monitoring	Timeframe Cost Implications	Goals Achieved
<b>Stoughton Infant School will follow legal requirements to ensure accessibility</b>	<ul style="list-style-type: none"> <li>Adaptations will be made to the school environment and practice in order to meet any new needs</li> </ul>	<ul style="list-style-type: none"> <li>The school is accessible to all and everyone is warmly welcomed</li> </ul>	SMT Governors	Cost unknown until need is identified.	
<b>School Policies reflect a commitment to accessibility for all</b>	<ul style="list-style-type: none"> <li>Policies make it clear that every child in our school is valued and supported in a way that develops the whole child to full potential.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils are given the equipment, support and differentiated activities that they need to access and fully benefit from the curriculum. Assessment and tracking shows good progress in all children</li> </ul>	SMT Subject Co-ordinators, Governors		
<b>Parents are informed about the progress of the 2020-2023 Accessibility Plan</b>	<ul style="list-style-type: none"> <li>Copy in information to parents and reference to this in the Newsletter.</li> </ul>	Parents are aware of our ethos and the progress being made	SMT Governors		