

Sheredes Primary School Accessibility Plan 2014 - 2017

Link with Equality Scheme

ACTION PLAN

Reviewed June 2016

Target	Actions	Success Criteria	Timeframe	Responsibility	Monitored by	Done
<p>Continue to monitor progress and attainment of <i>individuals</i> and pupils from all groups so that all <i>individuals and</i> groups of pupils continue to reach standards, or make progress that is better or significantly better than their respective groups nationally, and any attainment gaps between each group and their peers narrowed where ever possible.</p>	<p>Analysis of SATs results & Teacher Assessments for pupils from all groups</p>	<p>High achievement of pupils from all groups and planned intervention for under-achievers, when applicable</p>	<p>On going</p>	<p>Head, SLT, SMT</p>	<p>Curriculum Committee <i>Data analysis, termly.</i></p>	

Target	Actions	Success Criteria	Timeframe	Responsibility	Monitored by	Done
Increasing the extent to which disabled pupils can participate in the school curriculum						
<p>To continue to ensure all pupils with disabilities have equal access to all school opportunities; curricular and extra-curricular.</p> <p><i>Teaching and learning, clubs, school trips.</i></p>	<p>Make best use of internal expertise and external expertise, and expertise of parents, to assess individual needs, and plan to ensure equal access.</p> <p>Create <i>individual plans</i> whenever appropriate to address the needs of pupils.</p> <p>Train staff, teachers, TAs, MSAs, to be able to give the best possible support according to individual need. <i>Plan training in advance when appropriate. Take into account 'Identifying Barriers to Access: A Checklist' – Section 1 (DFES Accessible Schools, 10/06/02).</i></p> <p>Monitor teaching and learning and progress of pupils with disabilities and continue with intervention/support strategies as necessary.</p>	<p>Children make at least good progress.</p> <p>Teachers and TAs have the necessary training to teach and support disabled pupils.</p>	On-going	Head teacher and Inclusion Manager, who is also the SENCO.	<p>Curriculum Committee Premises Committee</p> <p>Annual questionnaires Report to Gov. Body annually.</p>	

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Improving the physical environment of the school to enable disabled pupils to take better advantage of all services and facilities						
<p>To continue to make improvements to the physical environment to ensure ease of access to all school facilities by all pupils and all members of our community.</p> <p><i>Improvements to the physical environment and physical aids.</i></p>	<p>Monitor school alterations, and make further alterations where needed, and reasonable adjustments, to ensure full access by the school community.</p> <p>In particular:</p> <p>Plan access into all new building works so that all building renovations are accessible to all members of the school community.</p>	<p>Disabled pupils can access all school facilities. Parents, visitors, members of our community have easy access to all facilities and events.</p>	On-going	Head, SLT, SMT, Premises committee	Premises Committee <i>Annual questionnaires Reports to Full Gov. Body.</i>	
	<p>Assess the suitability of the playground, its equipment, school field, internal classrooms and toilet facilities, with regards to access and make reasonable adjustments.</p>	<p>All parts of the school grounds are accessible to all pupils, staff and visitors. Playtime and lunchtime activities are available and accessible to all pupils.</p>	On-going			
	<p>Take advice and guidance regarding improvements that may be made to the school and classrooms so that the learning environment is improved for any disabled pupils, for example Autism, hearing impaired.</p> <p><i>Take into account 'Identifying Barriers to Access: A Checklist' Section 2</i></p>	<p>Modifications will be made to the environment to enhance the learning experiences of disabled pupils whenever appropriate. e.g. sound field system</p>	As appropriate			

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Improving the availability of accessible information to disabled pupils						
<p>To continue to ensure that written information that is normally provided, is accessible to all pupils.</p> <p><i>Information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.</i></p>	<p>Consider the range of typical information: homework, worksheets, teacher marking and feedback, tests, notices, info. about school events.</p> <p>Use a variety of methods of communication, inc. ICT., in order to ensure all pupils are able to follow instructions and be provided with advice for their next steps in learning, as well as have access to all information that is available.</p> <p>Consider information for parents. Consider the methods used to inform and communicate with parents to ensure all parents can access and understand the information. <i>Set up meetings whenever appropriate.</i></p> <p><i>Take into account 'Identifying Barriers to Access: A Checklist' Section 3.</i></p>	<p>All forms of information made available, are accessible to all members of the school community.</p>	<p>On-going</p>	<p>Headteacher, INCO, SLT, SMT, class teachers</p>	<p>Headteacher, Governor committees and Full Governing Body.</p>	