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| **Buckstones Community Primary School: Accessibility Strategy 2020 - 2023** |

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| 1. Gathering Information | | | | | |
| Target | Actions | 2020 – 2021 | 2021 – 2022 | 2022– 2023 | Responsibility |
| To implement and maintain a monitoring system to support pupils with a disability | * Maintain a register of children with a disability |  |  |  | * SENCo |
| * Monitor patterns of attendance and punctuality and send monitoring letters to parents on a termly basis if the child’s attendance is below 95%. |  |  |  | * Head |
| * Monitor participation in off-site activities and residential visits |  |  |  | * Teachers |
| * Monitor pupil achievements through parents’ evenings, termly review meetings, provision maps, pupil progress meetings and IEP’s |  |  |  | * HT/Teachers |
| * Include all pupils in the setting of class targets and targets on IEPs. |  |  |  | * SENCo |
| To ensure the needs and aspirations of groups of users are met and understood | * Carry out parent, pupil, stakeholder questionnaires / discussions to seek the views of those with disabilities |  |  |  | * HT/Govs * SENCo |
| * Annual audit of school’s strengths and areas for improvement in working with disabled pupils. |  |  |  | * SENCo |

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| 1. Increasing the extent to which disabled pupils have access to the school curriculum | | | | | |
| Target | Actions | 2020 – 2021 | 2021– 2022 | 2022– 2023 | Responsibility |
| To ensure access to the curriculum is optimized to enable or pupils to feel secure and make progress | * Data obtained on future pupils to facilitate advanced planning, including pupils entering Foundation Stage and those transferring from other schools. |  |  |  | * SENCo |
| * Provide procedures for the early identification and support of pupils with SEN. |  |  |  | * SENCo |
| * Detailed pupil information given to relevant staff. |  |  |  | * SENCo |
| * Ensure and engaging differentiated curriculum. |  |  |  | * Teachers |
| * Effectively deploy teaching assistants. |  |  |  | * Deputy head |
| * Consideration for pupils taking part in test e.g. adult readers, application of extra time. |  |  |  | * SENCo |
| * Maintain strong links with outside agencies. |  |  |  | * SENCo/HT |
| * Continue purchase resources, including IT, based upon recommendations to meet the individual needs. |  |  |  | * HT/ICT Coordinator |
| * Consider pupils’ preferred learning styles. |  |  |  | * Teachers |
| To ensure the school develops children’s awareness of disability | * Provide opportunities for children to meet with people with a variety of needs and abilities. |  |  |  | * HT/Teachers |
| * Use materials within PSHE lessons and assemblies to raise awareness of disability. |  |  |  | * HT |
| * Purchase books and other resources that promote positive images of all people |  |  |  | * Literacy Coordinator |
| To ensure pupils have full access to trips and extra-curricular activities | * Risk assessment prior to trips |  |  |  | * EVC/Teachers |
| * Plan trips and activities with parents to ensure access |  |  |  | * Teachers |
| * Provide support for pupils to ensure they can access out of hours activities |  |  |  | * HT |
| To ensure staff are appropriately trained | * Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ASD, ADHD, diabetes etc. |  |  |  | * HT/SENCo |
| * Ensure Teachers, TAs and governors have access to specific training for disability issues. |  |  |  | * HT/SENCo |
| * Ensure that all staff can differentiate the curriculum and are aware of SEN resources, and interventions available. |  |  |  | * HT/SENCo |

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| 1. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services | | | | | |
| Target | Actions | 2020– 2021 | 2021 – 2022 | 2022– 2023 | Responsibility |
| To provide appropriate access to all users | * Seek information on the needs of users and pupils |  |  |  | * HT |
| * Annual risk assessment of classrooms for users. |  |  |  | * All teachers |
| To ensure that disabled adults are considered equally with others for posts in the school | * Continue to welcome all applicants for teaching and TA posts |  |  |  | * Govs/HT |
| * Continue to encourage all members of the community to consider becoming a Governor |  |  |  | * Govs/HT |
| To ensure that all pupils and adults with disabilities understand evacuation procedures | * Ensure that all disabled pupils understand fire notices. Staff to take disabled children around the school to ensure they understand the evacuation process, termly. |  |  |  | * All staff |
| * Continue to ensure that visitors indicate if they will need assistance during an evacuation (as indicated on visitor badges) |  |  |  | * Admin staff |

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| 1. Making written information accessible to pupils in a range of different ways | | | | | |
| Target | Actions | 2020 – 2021 | 2021 – 2022 | 2022– 2023 | Responsibility |
| To review information to parents/carers to ensure it is accessible | * Ask parents/carers about access needs when a child is admitted to the school |  |  |  | * HT/Reception teacher |
| * Ask parents/carers and children about access to information in review meetings |  |  |  | * SENCo |
| To increase support for parents of children with a disability | * To continue to facilitate access to services such as Parental Support Advisor |  |  |  | * HT |
| * Continue to encourage parents of children with a disability to support their children’s education |  |  |  | * All staff |
| To help children become more aware of their own learning styles and access needs | * Give children opportunities to experience different learning styles |  |  |  | * Teachers |
| * Encourage children to define their preferred learning styles |  |  |  | * Teachers |

To be reviewed every 3 years.