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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
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| 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
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| 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
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| * 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
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| 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
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To be reviewed every 3 years.