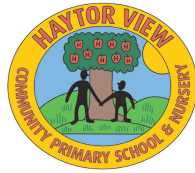


Haytor View Community Primary School & Nursery



Accessibility Plan September 2016

Learning together - enjoying success - aiming high - celebrating difference - enriching community

DEFINITION OF ACCESSIBILITY

In education, the term **access** typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing *access* generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special-education status, English-language ability, and family income or educational-attainment levels—in addition to factors such as relative community affluence, geographical location, or school facilities—may contribute to certain students having less “access” to educational opportunities than other students.

Accessibility is defined by Haytor View Community Primary School as "ensuring that our service provision for children, families and stakeholders is delivered in accordance with their needs to enable them to achieve their full potential"

<p>Short term</p>	<p>To ensure that all staff are fully aware of their obligation in providing an inclusive curriculum in line with the reviewed SEN Code of Practice.</p> <p>100% of learners with special educational needs and disabilities will be identified.</p> <p>All teaching staff are trained to develop 'My Plan' for children;</p> <p>Phase Leaders engaged in allocation of Educational Psychologist time based on review of provision mapping</p> <p>All teachers are considering the impact of strategies in their provision for children with additional needs</p> <p>For individual children requiring support from an Educational Psychologist, teachers are engaged in identifying 'next steps' through consultation model</p> <p>All children with additional needs will have an individual plan in place.</p> <p>School Leaders and Parent Worker are trained in leading DAF assessments</p>	<p>Whole school training on the inclusive curriculum.</p> <p>Phase provision map planning</p> <p>Ed Pysch training and working alongside to develop My Plans</p> <p>School leaders meet to discuss priorities prior to Ed Psych planning mtg</p> <p>Half termly coaching with Educational Psychologist</p> <p>1:1 Ed Psych input followed up by consultation with teacher</p> <p>Parents and children engagement in My Plan writing.</p> <p>Training in DAF</p>	<p>By the end of Autumn Term 2014.</p> <p>By the end of Autumn Term 2014.</p> <p>By the end of the Spring Term 2015</p> <p>By the end of the Spring Term 2015</p> <p>Autumn 2014</p> <p>Autumn 2014</p> <p>By the end of Summer Term 2015.</p> <p>By the end of Summer Term 2015.</p>	<p>KL/Ed Psych</p> <p>Teachers</p> <p>KL/Ed Psych</p> <p>SH/KL</p> <p>KL</p> <p>SH/KL</p> <p>Phase Leaders</p> <p>KL</p>
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<p>Medium term</p>	<p>School Leaders and Parent Worker are leading DAF assessments</p> <p>100% of learners with special educational needs and disabilities will have their needs met.</p> <p>Phase Leaders engaged in allocation of Educational Pyschologist time based on analysis of Phase need, and SEN pupil progress data</p> <p>Clear criteria in place of the identification of requirement for a DAF 2 to secure additional resources</p>	<p>Parent Worker and Phase Leaders joint working</p> <p>Planning reflects needs of children with SEN</p> <p>Termly planning mtg with EP</p> <p>My Plan implementation and review in place by teachers</p>	<p>By the end of Autumn Term 2015.</p> <p>By the end of Autumn Term 2015.</p> <p>By the end of Spring Term 2016.</p> <p>By the end of Spring Term 2016.</p>	<p>DT and Phase Leaders</p> <p>Phase Leaders</p> <p>All school leaders</p> <p>All school leaders</p>
<p>Long term</p>	<p>The progress of learners with special educational needs and disabilities will be the best possible. This will be measured and recorded using SPT0, identifying where children are not making expected progress and interventions being identified.</p> <p>100% of learners and their parents will be fully involved in decisions affecting them and care will be taken to ensure that they understand necessary information.</p>	<p>Termly data update analyses progress of pupils with SEN</p> <p>Parents and children engagement in Personalised Planning Meetings.</p>	<p>By the end of Summer Term 2016.</p> <p>By the end of Summer Term 2016.</p>	<p>SH & Phase Leaders</p> <p>KL and DT</p>

INCREASING ACCESSIBILITY - Improving the delivery of information for all pupils and adults

	Targets	Strategies	Timeframe	Who?
Short term	To ensure that all members of the school community are aware of the need to identify and provide for pupils and adults who need information provided in alternative formats.	Identifying current pupils and adults and their needs in order to set future targets provision mapping and My Plan	By the end of Spring Term 2015.	KL/Ed Psych
	For all pupils to have an individualised plan identifying means of access to information.	For this to be supported through My Plan	By the end of Spring Term 2015.	KL/Ed Psych
	Training to meet the needs of pupils in school.	Training sessions in school with outside specialists as required to meet pupil needs	Ongoing -termly through consultation with EP service	School Leaders
Medium term	Training for staff regarding pupils with disabilities to ensure all staff have a clear understanding of disability and the education of young children in our school.	To give staff the relevant information to work closely with children. To continue to review environment provision to meet the needs of all children.	Ongoing -termly through consultation with EP service Autumn 2016	School Leaders
Long term	Training to meet continuing needs.	To continue to increase staff awareness of the needs of children and develop expertise.	Ongoing -termly through consultation with EP service	School Leaders

INCREASING ACCESSIBILITY - Improving the Physical Environment of our School

	Targets	Strategies	Timeframe	Who?
Short term	<p>To ensure that all members of the school community understand the Equality Act 2010 in its application to schools.</p> <p>To review size of signage where needed</p> <p>Access to disabled parking bay in front of building.</p>	<p>To support staff where appropriate regarding provision for children in their classroom</p> <p>CJ to review</p> <p>To review how to ensure safety of site and vehicle access to disabled bay</p>	<p>By the end of Summer Term 2016.</p> <p>By the end of Autumn Term 2016.</p> <p>By the end of Summer Term 2016.</p>	<p>KL</p> <p>CJ</p> <p>CJ</p> <p>Jan Brown</p>
Medium term	<p>To look at how classes are organised to maximise space.</p> <p>To continue to increase staff awareness of the needs of children and develop expertise.</p> <p>Undertake a Equality Act 2010 site review</p>	<p>Staff to plan for access in classrooms (review as part of learning environment audit)</p> <p>To continue to increase staff awareness of the needs of children and develop expertise.</p> <p>To for a further Equality Act 2010 review of the new site</p>	<p>By end of Spring 2017</p> <p>Ongoing -termly through consultation with EP service</p> <p>By the end of Spring Term 2017.</p>	<p>School Leaders</p> <p>School Leaders</p> <p>CJ</p>
Long term	<p>To be reviewed following audit of new building</p>			