

## St. Peter's Church of England Primary School, Hixon

### Accessibility Plan: 2017 – 2020

#### Aims

- a) To increase the involvement of those with disabilities and other additional needs in deciding action that impacts upon them.
- b) To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality with regard to access to information.
- c) To evaluate and report to parents on the success of the action plan in meeting its targets.

#### 1. Improving the Curriculum Access at St Peter's Church of England Primary School

Target	Action/Strategy	Outcome/s	Timeframe	Achievement
a) To update awareness and professional training re pupils with severe allergies.	a) Whole teaching and support staff to receive regularly updated awareness and professional training on the implications for pupils with severe allergies and use of epi-pen medication. (Any updates on conditions to be conveyed as applicable.)	a) All teaching and support staff are aware of the needs of and implications for pupils with severe allergies and are trained in the use of epi-pen medication. Action is included in the School Improvement Plan.	Awareness / training annually – usually Sept each year.	a) Increase in access to all school activities for all pupils regardless of medical needs.
b) To ensure responsibility of named staff for pupils with specific medical needs.	b) Specific, named staff to be responsible for assisting individual pupils with medical conditions – as applicable – and to ensure s/he is regularly updated with regard to the pupil's needs by meeting with parents as applicable.	b) Specific named staff are knowledgeable about the needs of individual pupils and are able to assist them as and when necessary and to ensure equal access to the curriculum for all pupils including during	Regular meetings between named staff member and parents.	b) As for a) above.

		extra-ordinary activities, e.g. during International Week. Regular meetings take place between relevant personnel.		
c) To ensure widespread awareness of the needs of pupils with specific conditions and disabilities.	c) Ensuring that all information, necessary equipment and medication relating to specific pupils with conditions and disabilities, (e.g. information sheets, care plans and medication boxes) are regularly updated, displayed if applicable and stored as stated in the H&S and Supporting Pupils with Medical Conditions policies.	c) All information, equipment and medication relating to specific pupils with conditions and disabilities is monitored and regularly updated, displayed and stored as stated in the H&S and Supporting Pupils with Medical Conditions policies.	Monthly checks / Updated as applicable.	c) As for a) above.
d) To ensure school policies are clear about procedures followed and reflect current advice and information.	d) To review and update Health and Safety policy (administration of medication appendix) (annually) and Supporting Pupils with Medical Conditions policy (bi-annually) to reflect any changes.	d) Health and Safety policy (administration of medication appendix) and Supporting Pupils with Medical Conditions policy are reviewed and updated to take account of the best interests of all pupils (regardless of need).	H&S policy – annually. SPMC policy bi-annually.  Then on-going.	d) As for a) above.
e) All out-of-school activities are planned to ensure the participation of the whole range of pupils.	e) Review all out-of-school provision to ensure compliance with legislation.	e) All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Staff meeting to discuss: 20.3.17 then on-going thereafter.	e) Increase in access to all school activities for all pupils with additional and special needs.
f) Consideration is given to hearing impaired pupils and access to the curriculum for these children is equal to that of those without an impairment.	f) Review all curriculum provision with the interests of hearing impaired pupils in mind.	f) The maximum potential of hearing impaired pupils is realised by: <ul style="list-style-type: none"> <li>Careful positioning of pupils, staff and resources to ensure optimum conditions for hearing;</li> </ul>	Staff meeting to discuss: 20.3.17 then on-going thereafter.	f) Increase in access to all school activities for all pupils regardless of any hearing impairment.

		<ul style="list-style-type: none"> <li>Continual awareness of a hearing impaired pupil, e.g. speaking slowly and clearly; confirmation they have heard;</li> <li>Careful deployment of support staff and voluntary helpers, e.g. 1:1 input if appropriate.</li> </ul>		
g) To ensure the most effective use of Pupil Premium funding for vulnerable and disadvantaged pupils.	g) (i) To personalise the targeting of funding according to the pupil's greatest need – based on data analysis and any 'soft' data available and for teaching staff to be accountable for progress of pupils in their class who are eligible for Pupil Premium funding. (Progress over time and awareness of PP pupils in short-term lesson planning.)	g) (i) Targeting of funding is personalised according to where pupils' needs are greatest.	Termly Pupil Progress meetings.	g) (i) All teachers and TAs have full awareness of pupils eligible for Pupil Premium funding and the best personalised use of it; as a result of this all pupils make at least expected progress.
	(ii) For the impact of the school's Pupil Premium spending to be measured closely (using hard and soft data) and recorded in a (regularly updated) comprehensive PP document which is discrete from the general pupil progress documentation. <i>Review current document for effectiveness and ease of use/amend if necessary.</i>	(ii) The discrete document, which is updated at least termly, detailing the impact of PP spending on each individual recipient – which includes hard & soft data – has been reviewed for effectiveness and amendments made as applicable.	Staff meeting to discuss: 20.3.17 then at termly Pupil Progress meetings.	(ii) As for f)(i) above.
	(iii) To input information on the new school website including details of the amount of Pupil Premium allocation; how it is spent and the impact of the funding. (As DfE regulations.)	(iii) The new school website includes information on spending of Pupil Premium allocation and the impact of this on eligible pupils.	By February 2017 then updated annually thereafter.	(iii) As for f)(i) above.

## **2. Improving the Delivery of Written Information**

<b>Target</b>	<b>Action/Strategy</b>	<b>Outcome/s</b>	<b>Timeframe</b>	<b>Achievement</b>
a) Availability of written material in alternative formats.	a) The school will make itself aware of the services available through the LA for converting written information into alternative formats.	a) The school will be able to provide written information in different formats if required for individual purposes.	By July 2017	a) Delivery of information to any disabled pupils (and/or their families) is improved.
b) Make available school brochures, school newsletters and other information for parents in alternative formats if requested.	b) Review all current school publications and promote the availability in different formats for those who require it and who request it.	b) All school information is available for all.	By July 2017	b) Delivery of school information to parents and the local community is improved.
c) Meeting the needs of pupils with dyslexia.	c) Review of staff awareness of the needs of dyslexic pupils and consideration of the school's renewed status as a 'Dyslexia Friendly' (level 1) school.	c) Learning opportunities are consistent across the school regardless of special needs re written communication; There is a consistent whole school approach to common dyslexia issues e.g. as shown in policies implemented; Teaching styles reflect range of needs, resources appropriate etc.	Staff meeting to discuss: 20.3.17 then fully implement in SDP 2017-18.	c) The needs of pupils with dyslexia are fully met.

### **3. Improving the Physical Access**

<b>Item</b>	<b>Action/strategy</b>	<b>Timeframe</b>
a) Increased awareness of pupils, staff and visitors with hearing impairments by the improvement of acoustics.	a) If the whole hall is being used for a significant event, such as a children's production, microphones are used as a matter of course by those making announcements.	Staff meeting to discuss: 20.3.17 then on-going thereafter.
b) Encouraging disabled stakeholders and visitors to the school to use the disabled access/es and/or alternative car parking (via the Children's Centre or access at the rear of the school).	b) Parents/carers requiring disabled access are informed by publication on the weekly newsletter of various facilities offered by the school and are able to use these if applicable to them.	Staff meeting to discuss: 20.3.17 then newsletter of 24.3.17
c) To review the school's outdoor area and to plan to set up a space as a quiet and reflective area appealing particularly to those with special social, behavioural and emotional needs.	To discuss and review current use of the school's outdoor area and to produce a brief action plan to detail actions to develop this in order that provision is improved especially areas for children to be quiet and reflective in.	Staff meeting to discuss: 6.2.17 then on-going thereafter.