

Central Primary School: Accessibility Plan

2-year period covered by the plan February 2019 to February 2021

Rationale: To support the inclusion and learning of all children by overcoming barriers of access and participation within the Central Family.

Our aim is to

To work together as an effective team. To be a child centred inclusive school where everyone is valued and there are consistent high expectations of everyone, following our motto Children are Central.

It is a requirement that this plan is resourced, implemented and reviewed and revised as necessary.

This plan should be read in conjunction with the Equalities Policies

| Target | Strategies | Outcome | Time Frame | Success Measures |
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| To develop SLCN strategies throughout school | <ul style="list-style-type: none"> -SLCN specific training to all staff -ELKLAN training for base teachers/ support staff -In-reach opportunities for staff to experience the base -INCO to teach in base regularly to enhance SLCN experience | All staff will be aware of SLCN needs and can effectively support pupils in mainstream/ identify SLCN pupils early | Annual training and ongoing experience | Staff will use SLCN techniques to support good progress of pupils |
| To develop the physical environment to support the needs of pupils, staff and the community | <ul style="list-style-type: none"> -Undertake a site audit with specialists in mobility, visual impairments and create an action plan to continue to develop the school site -Repair and update all accessibility lifts -Consider movement of room functions to facilitate access for events -Add additional handrails to external stairs/ steps - Review cloakroom storage in corridors (consider alternatives for bags etc.) | The school site will be as accessible as possible within the constraints of its listed building status | Over the time period of the Accessibility plan | The site will continue to be accessible to pupils, staff and our community. |
| To further enhance pupil leadership and democracy | <ul style="list-style-type: none"> -Pupil Voice will evolve through family circles -Redevelop family circles to allow for pupil voice to be enabled -Establish an eco-council to develop recycling and improve the environment of the school -Pupils will develop peer assistance/ mediation and activator schemes | Pupils will increasingly play a part in their school's development | Annual training of key pupils – leadership circle and mediators | Pupils will have a clear voice in the school's development |
| To develop the roles | -Develop Friends to work alongside | Parents will feel consulted | Friends meetings | Parents feel valued and views listened |

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| for Parents/ Carers (Friends of Central) | PSA -Provide range of opportunities for parents/ carers to come into school -Encourage volunteering -Conduct annual questionnaire for parent views | over school issues | held half termly Meetings each term Parent Questionnaire each March | to (Monitored in annual questionnaire) |
| To review all school policies to incorporate the needs of all children | Curriculum/learning teams to amend school policies where necessary | To ensure all policies incorporate all children's needs | Rolling cycle (Two year cycle see Governor Work Plan) | All school policies meet the needs of all children |
| To develop the intent and implementation of the curriculum to promote excellent learning for all | -Review all curriculum areas, planning for progression to ensure that pupils develop curiosity, persistence, kindness and forgiveness -Ensure the implementation of the curriculum enables all pupils to achieve | To ensure that learning is appropriately challenging for all pupils | Curriculum reviews Governor presentations | All pupils are making good progress |
| To encourage individual children to socialise | Nurture groups. Play Activators Adult support Learning Mentor support MSA training on play at lunchtimes | All children feel included and have strategies to make and maintain friendships | ongoing | Children happy and confident with peers Reduction in lunchtime incidents |
| To update outside areas (including steps) | Paint high vis lines on steps to demarcate edges Restore seating and clear pathways of winter debris | All users can see the edges of steps and ramps | Every six months | Edges of steps and drops are clearly demarcated |
| To ensure classroom set up effectively for all children | Staff aware of noise level i.e computer/projector/heaters and position children with HI/ASD away from them | All children able to access the lesson, whiteboards and displays visible to all children | To review and discuss annually Prepare to teach a | All staff aware and using recommended strategies staff able to communicate with all |

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| | Staff aware of appropriate colours to use in the classroom Staff trained in SPLCN and techniques to aid teaching. | all children able to communicate effectively teachers more confident in meeting needs of all children | sign a week in school | children staff have increased knowledge and confidence to meet needs of all children in class |
| To ensure that HI pupils are assisted by sign language (Makaton and BSL) | Staff to be trained in Makaton/ BSL. Opportunities to work with HI professionals | All pupils to be able to access learning and adults to be confident in supporting their needs | Ongoing | All staff are aware and developing their skills at using sign support |
| To buy books in large print | When purchasing books to buy a set amount of large print books | VI and all children to have access to a variety of books | Ongoing to order when book order sent join VI book library change every 6 months | Books available in large print and braille |
| Information to be available in large print /translated and tape as necessary | To print prospectus and letters in large print as needed or translated if requested by parents Develop a mobile version of the website to facilitate access | All able to have access to school information | Available large print as necessary Tape to record as needed translated as necessary | All parents, visitors and children equal access to information |
| Literacy/numeracy support groups available for parents | To identify parents and invite them to attend informal sessions English language sessions to run each week | All parents have understanding of the learning that takes place in school | Every autumn term | All parents feel able to support and understand their child's learning |