



Bridge & Patricbourne CE Primary School
Accessibility/ Disability Equality Plan
2018 - 2021



<u>Target</u>	<u>Current practice</u>	<u>Success Criteria</u>	<u>Actions to be taken</u>	<u>Completed by</u>	<u>Monitored by</u>	
Curriculum Accessibility						
<p>Including a variety of teaching styles and approaches</p> <p>Continuing to develop teaching and learning</p> <p>Developing behaviours for Learning</p>	<ul style="list-style-type: none"> Using guidance from Mainstream Minimum Standards for all Learners, as directed by the Local Authority, ensure that quality first teaching strategies used throughout the school with induction/ emphasis/ support for new staff. Effective provision mapping undertaken by class or year group teachers and impact measured Link with school plan. Independence and motivation of learners. 	<ul style="list-style-type: none"> Children are taught the strategies to take control of their own learning – check working practices throughout the school Rigorous evaluation of provision targets Intervention has impact in terms of progress 	<ul style="list-style-type: none"> Recap in staff meeting on quality first teaching, Teaching approaches are adapted to suit the needs of all learners Use Provision map targets to monitor intervention targets and % of pupils achieving the target 	Spring 2018	<p>Inclusion Manager</p> <p>SLT</p>	
<p>Identifying and addressing potential barriers to learning for vulnerable groups.</p>	<ul style="list-style-type: none"> Dyslexia and ASD friendly approaches to continue. Emphasis on classroom support for children with poor Working Memory Focus on additional support/resources Disadvantaged children. Use of a variety of strategies to differentiate including a range of resources and ICT as part of a differentiated approach Class observations to ensure that needs of all pupils are being effectively met Pupil progress and target setting meetings ensure all children have aspirational target regardless of specific needs. This is rigorously monitored through Pupil Progress meetings. 	<ul style="list-style-type: none"> Children regularly using learning packs to move their learning forwards Children able to engage, participate and achieve regardless of their individual needs Gap between disadvantaged and non-disadvantaged pupils will be diminished Children are taught the strategies to take control of their own learning Staff apply the correct standards to meet the needs of all learners. 	<p>Ensure all children with Specific learning difficulties and all PP children have learning packs.</p> <p>Class observations to include specific focus on disadvantaged children as well as SEN</p> <p>Pupil Progress and Provision Review meetings will ensure that any gaps in learning are appropriately targeted</p> <p>Re visit with all staff – expectations regarding positive learning behaviours and mindset</p>	<p>Term 4 2018</p> <p>2018 - 2021</p>	<p>Inclusion Manager</p> <p>SLT</p>	

<p>Effective use of all adults</p> <p>Teaching Assistants having a positive impact in terms of progress on all children</p>	<ul style="list-style-type: none"> • Teaching Assistants keeping comprehensive and manageable data for the children they are working with • Quantitative Qualitative Data is used to inform and identify interventions • Year group provision ensures allows for effective use of adults • Teachers provide guidance to Teaching Assistants to support learning and create a stimulating learning environment • Regular targeted training to ensure appropriate strategies are being used by all. 	<ul style="list-style-type: none"> • All Teaching Assistants meet the TA standards • All interventions have an impact, are monitored and evaluated • Consistent approach to provision across the school to ensure maximum impact • All support from TAs leading to improved standards and progress of children they work with. • TA appraisal targets directly linked to and supporting the school plan. • TAs feel supported in the appraisal process • TAs to have a timetable showing where and how they are used. • Improved communication between teachers and TAs. • Effective in class support and development of learning. 	<p>Monitor: Interventions Provision maps Children's books Learning walks(classroom environment)</p> <p>Performance management targets discussed with SLT to ensure all are aware</p> <p>Staff to attend training as relevant, to increase the progress of the children they work with.</p>	<p>At key points 2018 - 2021</p>	<p>Inclusion Manager</p> <p>SLT</p> <p>Class Teachers</p>	
<p>Increased Knowledge of Autism Spectrum Disorders, ADHD, Irlen Syndrome and Dyslexia</p>	<ul style="list-style-type: none"> • School following the Mainstream Minimum Standards • Specific staff to have targeted training. • Teachers and TAs liaise with external professionals as required • Detailed transition arrangements in place for specific children eg. Handover information meetings between staff, parents and relevant 	<ul style="list-style-type: none"> • Barriers to learning reduced for children with Autism, ADHD and Dyslexia in the school. <p>Children's needs are met appropriately despite a change of teacher or school.</p>	<p>Updated training for all staff</p> <p>Evidence on provision plans/maps to show that recommendations have been acted upon</p> <p>Time table transition events including TA meetings</p>	<p>Term 6 2018</p> <p>3 x annually</p>	<p>Inclusion Manager</p>	

	<p>professionals.</p> <ul style="list-style-type: none"> • Update transition meeting with Inclusion manager for staff after the first couple of weeks • Appropriate assessment arrangements • Monitoring of classroom environment and use of adapted materials and equipment. • Feedback sheets given following class observation. 	<ul style="list-style-type: none"> • TAs given time to read through relevant notes on children at the start of a new year. Children are able to achieve their potential. • Learning is more accessible to all. • All needs are being catered for using appropriate strategies including during formal assessments 	<p>Produce an access arrangements table for Kent test and Key Stage 2 SATS detailing which children require special arrangements or additional time</p>			
<p>Increased awareness of Emotional Literacy for Staff, Children and Parents</p>	<ul style="list-style-type: none"> • Whole school using the Jigsaw package to teach PSHCE • Specific children identified for emotional support work • Increase parental Awareness through availability of relevant booklets in foyer, workshops and open communication with teachers. <ul style="list-style-type: none"> • Parents are supported and signposted to relevant organisations in the event of relationship difficulties, loss of family members or parenting issues. <p>Use of play leaders but no Peer Mediators.</p>	<ul style="list-style-type: none"> • Children more aware of feelings and emotions, able to express themselves. Improved self-esteem and social skills. • Class ethos and cohesion improved and positive relationships developed. • Parents feel they are able to approach the school if they have concerns or need advice. • Parents able to have regular support for family issues. <p>Children feel that they have someone/ place to go to if they need help to work through any conflict/friendship issues</p>	<p>Monitor Jigsaw sessions throughout key stage 1 and 2</p> <p>TA(DO) to complete ELSA training</p> <p>ELSA to timetable sessions to work with identified children</p> <p>All SLT to look at the referral process to Early Help</p> <p>Staff to take notice of any children repeatedly looking unhappy or alone on the playground – report to teacher or SLT</p> <p>Peer Mediation Training</p>	<p>2018 - 2021</p>	<p>Inclusion Manager</p> <p>SLT</p>	
<p>Provision of scribe/reader in test situations.</p>	<ul style="list-style-type: none"> • Staff trained to give appropriate • Support in tests. • Adapted environment /material/ levels where suitable. • Reminders of flexible arrangements to be given before each raft of assessments. 	<ul style="list-style-type: none"> • Achievements in specific tests related to cognitive ability rather than literacy level. 	<p>Remind staff of access arrangement or special adjustments before each set of assessments</p>	<p>At Key assessment points</p>	<p>SLT</p>	
<p>Improve basic skills</p>	<ul style="list-style-type: none"> • Provision of an additional TA for group support 	<ul style="list-style-type: none"> • Early Identification and 	<p>Foundation stage children</p>	<p>2018 - 2021</p>	<p>Specialist TA</p>	

for children with SEN	<p>work in Speech and Language, Dyslexia and Lego Therapy</p> <p>Some children have been identified with Irlen Syndrome</p>	<p>improved results for children in monitored groups.</p> <p>Children able to achieve despite their additional needs</p>	<p>identified with Speech and language needs will be targeted for small group support.</p> <p>Assess children presenting with symptoms associated with Irlen. Ensure children identified with Irlen have adapted materials. Update staff knowledge and understanding of Irlen</p> <p>Identify and assess (using Junior Language Link) children in Key Stage 2 who may have language issues that are impacting on their progress.</p> <p>Provide staff and parents with information to support and develop children's identified, specific language needs</p>	2018 - 2019	Inclusion Manager	
Physical Accessibility						
Physical Accessibility	<p>Need to ensure that children with mobility issues or broken limbs are appropriately supported and adaptations made eg. access to ICT</p>	<p>Children are able to access the curriculum and remain included in school life.</p>	<p>Risk assessments completed for children with broken limbs before they return to school</p> <p>Risk assessment completed for Children with mobility issues before a trip or for a special activity ie. swimming or canoeing</p> <p>Liaison and advise given ,as required by Specialist teacher for Physical Impairment – Kate Hebson</p>	2018 - 2021	All staff	
Physical environment to suit individual needs.	<p>Consideration given to accessibility for some children relating to the physical environment ie. Height of pegs, table and chair height, use of writing slopes, weighted cushions, trampettes, position in class, lighting, screen colour, ear defenders, quiet areas in class.</p>	<p>Barriers caused by environmental issues reduced. Increased access to the curriculum and physical environment</p>	<p>Check height of pegs and make adjustments</p> <p>Renew yellow painted strips</p>	Summer 2018	Site Manager	

	<p>Doorways do not comply with feasibility recommendations</p> <p>Some outdoor spaces are available for children to use for learning or reflection</p>	<p>Children benefit from fresh air and calm distraction free space. Children have more opportunities for outdoor learning.</p>	<p>Replace doorways and doors with adapted ones</p> <p>Increase and enhance areas outside eg. behind the new building</p>			
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Provision of Information

<p>To ensure parents are participants in their children's learning.</p>	<p>Most parents have parent mail providing information on term dates, newsletters and upcoming events.</p> <p>Parent/teacher consultations, termly SEN surgeries for Inclusion Manager and parents, Foundation surgeries.</p> <p>Curriculum workshops.</p> <p>Parent ICT training – my maths, phonics play</p> <p>SEN inclusion section on website to inform parents of various policies, procedures and associated information</p> <p>Parents of Foundation stage children are able to see what their children have been doing at school via daily updates on a Facebook page</p> <p>Volunteer reading helpers included in workshop relevant workshops</p> <p>Consideration given to the fact that some parents of children with EAL or with reduced literacy skills, might need support with reading or completing paperwork</p>	<p>Parents kept up to date, informed and consulted on issues involving their children.</p> <p>Parents are able to work in partnership with the school in methods to support their children's learning.</p> <p>Parents are able to talk to their children about what they have been doing in school. Parents are able to support their children's learning at home.</p> <p>Approach to reading is consistent throughout the school.</p> <p>Parents of children with EAL feel informed, less isolated and able to participate in school life</p>	<p>Questionnaire to be sent to parents of children identified with SEN and PP children</p> <p>Parents workshops in Maths Reading Relax Kids</p> <p>Termly meetings with volunteer reading helpers</p> <p>Office staff provide face to face contact Follow up phone calls to ensure information has been understood</p>	<p>Spring 2018</p>	<p>SLT</p>	
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