



Bridge & Patricbourne CE Primary School Bridge & Patricbourne CE Primary School
Accessibility/ Disability Equality Plan
2014 - 2017

<u>Target</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Success Criteria</u>	<u>Monitored by</u>	<u>Evaluation</u>
<p><u>Curriculum Accessibility</u></p> <p>Including a variety of teaching styles and approaches, continuing to develop teaching and learning</p> <p>Developing behaviours for Learning?</p>	<p>Using guidance from Mainstream Minimum Standards for all Learners to ensure that quality first teaching strategies used throughout the school with induction/emphasis/support for new staff.</p> <p>Effective provision mapping undertaken by class teachers and impact measured Link with school plan.</p> <p>Independence and motivation of learners.</p>	<p>Spring 2014</p> <p>Summer 2014</p> <p>Spring /Summer 2014</p>	<p>Teaching approaches adapted to suit the needs of a wide range of learners.</p> <p>Children become more independent learners.</p> <p>Provision that is timetabled is consistent.</p> <p>Intervention has impact in terms of progress.</p>	<p>SENCO</p> <p>SLT</p>	
<p><u>Identifying and addressing potential barriers to learning for vulnerable groups.</u></p>	<p>Dyslexia and ASD friendly approaches to continue. Emphasis on classroom support for children with poor Working Memory.</p> <p>Focus on additional support/ resources for Pupil Premium children.</p> <p>Use of ICT as part of differentiated</p>	<p>Autumn 2013 - Summer 2017</p> <p>Spring 2014 - Spring 2017</p> <p>Ongoing</p>	<p>Children able to engage, participate and achieve regardless of their individual needs.</p> <p>Progress of Pupil Premium children will be in line with that of their peers.</p>	<p>SLT Inclusion Manager</p> <p>Head teacher Inclusion</p>	



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	<p>approach - regular input as part of staff meetings. Updated clicker training.</p> <p>Class Observation using the Inclusion checklist and class action list arising from data/ training and PP meetings</p> <p>Pupil progress meetings to ensure all children are making progress and where not adaptation of quality first teaching strategies/ focussed interventions, including data analysis of all groups (boys, girls, EAL, FSM, Pupil Premium)</p>	<p>Spring/ Summer 2014</p> <p>Nov, Jan, April, June, Sept</p>	<p>Staff more confident and competent in the use of Clicker and other IT resources.</p> <p>Children become more independent learners.</p> <p>Staff confident in their ability to meet the needs of all learners. Closing the gap between specified groups of children and the progress and attainment of the cohort.</p>	<p>manager</p> <p>ICT manager</p> <p>Inclusion manager, HT</p>	
<p><u>Effective use of TAs</u></p> <p>TAs supported in Appraisal targets, involved in process of ensuring progress</p>	<p>TAs keeping comprehensive and manageable data for the children they are working with.</p> <p>Intervention groups run consistently.</p> <p>Intervention groups being monitored termly.</p>	<p>Spring, Summer Autumn 2014 - 2016</p>	<p>All support from TAs leading to improved standards and progress of children they work with.</p> <p>TA appraisal targets directly linked to and supporting the school plan.</p> <p>TAs feel supported in the appraisal process</p>	<p>SLT</p> <p>Inclusion Manager</p>	
<p>Consistent approach in the use of TAs</p> <p>TAs having a positive impact in terms of progress</p>	<p>Providing teachers, through appropriate training with clear guidelines on the effective use of TAs.</p> <p>Regular targeted training to ensure appropriate strategies are being used by all.</p>	<p>Autumn 2014 - 2015</p>	<p>TAs to have a timetable showing where and how they are used.</p> <p>Improved communication between teachers and TAs Impacting positively on progress of cohort.</p>		



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<p>on the groups they work with.</p>	<p>Reading Partnerships Numicon</p>	<p>Spring 2014</p>	<p>Effective in class support and development of learning.</p>		
<p>Increased Knowledge of Autism Spectrum Disorders, ADHD and Dyslexia</p>	<p>School following the Inclusion Development Programme. Specific staff to have targeted training.</p> <p>Detailed transition arrangements in place for specific children e.g. Handover information meetings between staff, parents and relevant professionals. Update transition meeting with Inclusion manager for staff after the first couple of weeks Appropriate assessment arrangements.</p> <p>Monitoring of classroom environment and use of adapted materials and equipment. Feedback sheets given following class observation.</p>	<p>Spring 2014 Autumn 2016</p>	<p>Barriers to learning reduced for children with Autism, ADHD and Dyslexia in the school.</p> <p>Children's needs are met appropriately despite a change of teacher or school. TAs given time to read through relevant notes on children at the start of a new year.</p> <p>Children are able to achieve their potential.</p> <p>Learning is more accessible to all. All needs are being catered for using appropriate strategies.</p>	<p>Inclusion Manager</p>	
<p>Increased awareness of Emotional Literacy for Staff, Children and Parents</p>	<p>Whole school using the SEAL package. Philosophy for Children workshop for staff - can be embedded as part of general approach - developing learning behaviours</p>	<p>Ongoing</p>	<p>Children more aware of feelings and emotions, able to express themselves. Improved self-esteem and social skills. Class ethos and cohesion improved and</p>	<p>Class Teachers SLT</p>	



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	(school plan) Increase parental Awareness through availability of relevant booklets in foyer and open communication with teachers. Consideration given to employing a Family Liaison Officer.	Autumn 2014	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.		
Provision of scribe/reader in test situations.	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.	Ongoing	Achievements in specific tests related to cognitive ability rather than literacy level. Encourage planning in advance	SLT	
Improve basic skills for children with SEN	Provision of additional TAs for group support work in Speech and Language, Dyslexia and Maths	Ongoing	Improved results in attainment and progress for children in monitored groups.	SLT, Governors, Inclusion Manager	
<u>Physical Accessibility</u>	Need to ensure that children with mobility issues or broken limbs are appropriately supported and adaptations made e.g. access to ICT Risk assessments undertaken before	Summer 2014- Spring 2017	Children are able to access the curriculum and remain included in school life.	Health and Safety Gov.	



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	children are able to return to school.		.		
Physical environment to suit individual needs.	Consideration given to accessibility for some children relating to the physical environment i.e. Height of pegs, table and chair height, use of writing slopes, weighted cushions, trampettes etc	Ongoing	Barriers caused by environmental issues reduced. Increased access to the curriculum.	Inclusion manager	.
<u>Provision of Information</u> To ensure parents are participants in their children's learning.	Website, newsletters and electronic newsletters, consultations, termly SEN surgeries for SENCO and parents, Foundation surgeries. Curriculum workshops. Parent ICT training - my maths, phonics play SEN inclusion section on website to inform parents of various issues, procedures etc. Volunteer reading helpers included in workshop relevant workshops	Ongoing Termly FEB 2014	Parents kept up to date, informed and consulted on issues involving their children. Parents are able to work in partnership with the school in methods to support their children's learning. Approach to reading is consistent throughout the school.	Class teachers, SLT, Governors SLT	
Aim for equality of opportunity and to foster good relationships with	Provide parents with opportunities to come into school and develop and understanding of their children's learning through workshops, observing teaching and learning (see above).	ongoing	Parents engaged with the school and have greater understanding of teaching and learning. Parental feedback positive and where	SLT Govs	



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parents and carers	Ensure parents are consulted regularly and act upon suggestions from feedback where appropriate.		suggestions can show that these have been addressed where possible. Parent communication improved.		
Promote strong relationships, especially with 'hard to reach' families, and seek to understand the barriers to good progress and attendance	Target hard to reach families (pupil premium) and continue to provide guidance on how best to ensure good attendance and progress. Early emphasis continued on the importance of attendance and the impact on progress. Follow up meetings for parents who do not attend parent meetings.	ongoing	Parents attend parent meetings Attendance continues to be above 96.7% and persistent absentees decreases.	HT GB	
Encourage community cohesion through a growing understanding of differences and similarities, in a climate where respect is promoted and discrimination is not tolerated	Continue to ensure ethos of the school is promoted through collective worship, circle time and by all adults. Anti-bullying policy, managing racist incidents policy and behaviour policy adhered to by all members of the school community. New curriculum planning will continue to actively promote this aspect.	Ongoing Sept 2014	Pupil interviews demonstrate that children are aware of how we tackle discrimination and how the school fosters respect. Parental views demonstrate that school is caring, happy environment with positive ethos and attitudes. New curriculum map demonstrates how we continue to develop ethos.	GB SLT	

All school staff continually monitor the needs of the children. Adaptations to curriculum, physical, social or environmental factors are all made on an individual basis after consultation with the Inclusion Manager or SLT.