

Tattershall Primary School

Accessibility Plan 2022

Signed by:

Headteacher _____ Date: _____

Chair of governors _____ Date: _____

Aims of the Accessibility Plan

This plan outlines how Tattershall Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

1 Improving access to and participation within the curriculum					
To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Tattershall Primary School is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.					
Short Term targets					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
To identify pupils who may need additional provision to ensure smooth transition.	HT SENDco EYFS Leader	<p>Liaise with pre-school providers to review potential intake for September 2022-2023-2024.</p> <p>Liaise with SENCo's to ensure clear transfer of records/information</p> <p>Arrange multi-agency meetings where necessary to ensure the provision is suitable</p> <p>Observe the child in their setting prior to attending out school</p> <p>Any changes in pupil's needs identified within SENCo progress meetings – termly and ILPs to reflect any needs identified</p> <p>Meeting arranged with parents – information sharing/needs of the child- at least termly</p>	-SENDco time	<p>Summer Term for transition and ongoing for mid-year admissions</p> <p>Autumn Term follow-up each September</p>	To identify pupils who may need additional provision to ensure smooth transition.
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support	HT SENDco All staff	<p>Transition meetings in the summer term</p> <p>Transfer of records / meetings with teachers and relevant staff & SEND records up-dated on CPOMS and include all relevant documents/info. shared</p> <p>Create and up-date provision maps showing the overview for each year group and individual pupil's need</p>	-SENDco time	<p>Transition meetings at the end of year/mid year for admissions</p> <p>On-going meetings SENDco</p>	<p>All staff are clear about their responsibilities in meeting pupil's needs</p> <p>Individual Learning Plans identified and on provision maps and/or ILPs where needed</p>
SEND and medical register and information on children with additional needs to be updated.	SENDCo	<p>Ensure SEND register reflects current pupils being supported.</p> <p>Annotate SEND register with relevant developments.</p>	<p>-SEND register and paperwork for individuals.</p> <p>-ILPs</p> <p>-Care plans</p>	Ongoing	<p>SEN and Medical needs will be up-to-date.</p> <p>Teachers and TAs will be aware of the needs of children in their class.</p>

		<p>Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack and in teachers class folders. Meet with parents of children whose care plans/documentation needs updating.</p>			
Effective communication and engagement of parents	HT SENDco SLT	<p>Meetings in the autumn term with teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with ILPs and EHCPs. Early Help offered to support families where worries are identified that require external agency support such as Parenting courses or assessment of sensory needs.</p>	<p>-Up-to-date ILPs and EHCPs -Rooms for meetings -Diary dates</p>	Ongoing	Continue positive engagement with parents
Effective communications with nurseries and schools to provide a quality transition.	EYFS Leader SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake.	-Teacher/SEND time	Ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	HT SENDco	<p>Internal and external training from outside agencies- Working Together Team- Autism Awareness, Speech and language, Specialist Teacher – Fiona Stocks etc TA training on delivering effective interventions e.g Reciprocal Reading, Clicker, Precision Teaching, Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers</p>	<p>-Staff meeting -TA training -SENDCo/Teachers time -External agency training</p>	Ongoing	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.

		Use of translation App for EAL children			
Use appropriate assessment tools and activities for children working pre-key stage	DHT SENDco	DHT attend Pre Key Stage Assessment training session Share evidence document with staff to support assessment of children at pre-key stage levels	- SLT Time - External agency support	Ongoing	Children working pre-key stage will have consistent approaches for assessment
To ensure that the medical needs of all pupils are met fully within the capability of the school	HT SENDco	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs such as epilepsy/anaphylactic shock	-Staff meeting -Staff training	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties and EAL Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg visual timetable, wobble cushions etc	-Audit of equipment and needs - Staff training - Cost of resources	Ongoing	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	HT SENDco	Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP Attainment of SEND children over the year to be analysed termly and through ILP meetings Track small steps of progress using ILPs Strategically staff interventions to allow for optimum outcomes for	-Pupil progress meetings -Training on new interventions through external professionals -Resources required to deliver interventions	Ongoing	Progress and attainment of all children is good or better

		pupils with SEN using planned provision map Have intervention groups across classes/year groups to give more children opportunities to attend interventions.			
All children are visible in the curriculum and resources	SENDco	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice and in assemblies	-Books	Ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT SENDco Staff and coaches leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	-Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
To attend LA meetings to ensure up-to-date with current legislation and LA guidelines	HT SENDco	Attend training Disseminate to staff/SLT where appropriate Involve parents where appropriate	-Graduated approach briefings -HT briefings -Weekly school news bulletins	Ongoing annually	Course/meetings attended and disseminated to SLT Governing Body kept up-to-date with any changes
Medium Term targets					
To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs	HT SENDco All staff	Budget request completed and budget allocated Audit of resources and training needs Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school Staff training identified – internally and externally	-Budget allocation -SENDco time -Training time	Review-ongoing	Access to the curriculum improved through the use of good quality resources, interventions and adaptations

To continue to develop autism support across the school	SENDCo	Provide training for those necessary staff Ensure there are resources available for the intervention-manage budget	-Training via Working Together Team and LCC Enable	Ongoing	Staff confident in supporting children with autism
Long term targets					
To evaluate and review procedures in place in ensuring participation of disabled pupils.	HT SENDco Govs Parents and carers Pupils	Evaluate and review the short and medium term targets and set new targets Produce new plan based on needs of the school/pupils	-SENDco time -Govs audit	Annually	Increased access for disabled pupils Pupils feeling successful at school Quality interventions and resources in place

2 Improving access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
Short Term targets					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	SLT SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent.e.g Cinema visits, pantomime Pre visits required for residential stays if SEND children are coming.	-Risk Assessments -Time for pre visit if required	On going	All SEND children are able to access all trips
Ensure all children feel safe and involved at playtimes	SLT	Play leaders to encourage children to join in games Staff on duty and midday supervisors engage children who may not be involved at playtimes	-Training for play leaders from JB Sports -Buddy system for new children at lunch times from September	On going	Children feel safe in school – evidence in survey results from children

Maintain safe access round the interior and exterior of the school	HT Caretaker	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through emails/newsletters	-H&S Governor termly visits	On going	There is safe access throughout the school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	HT	Audit SEND children use of clubs Risk assessments put in place if needed	-Registers of clubs - risk assessments if required	On going	Increased access of SEND children at After school clubs successfully and happily with the correct support if required
Medium Term targets					
To ensure classroom environments meet the needs of pupils.	HT SENDco All staff	Environment monitoring to take place on a regular basis Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. Needs of the child to be carefully thought through and classrooms adapted accordingly Seek views of children	-SENDco time	On going	Access to the curriculum improved through the use of good quality resources, interventions and adaptations
Long Term targets					
To continue to develop the playground facilities for all children.	HT SENDco PE Lead Govs Pupils and parents/carers	Look for funding opportunities Involve the School Council Regular checks and maintenance Site manager to report any problems	-SEND time -PE lead time	Ongoing	Inclusive child-friendly play areas. Wheelchair access maintained around the school grounds
To provide a wider range of play resources for lunchtimes to support a range of different play types and ensure all children have the same opportunities to them	HT SENDco PE Lead Govs Pupils and parents/carers	Invest in new resources which promote play opportunities and continue the development of the Forest area and Wellbeing garden	-SEND time -PE lead time -SLT time	Ongoing	All children will enjoy their playtimes by engaging in a wide range of play opportunities Resources are used and are accessible for all

3 Improve the access and delivery of written information					
To improve the delivery of information for disabled pupils and parents					
Short Term targets					
Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Deputy Head Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Deputy Head time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Deputy Head for Inclusion Office manager SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time Deputy Head time	Ongoing	Parents are able to access all information
Review documentation on website to check accessibility for parents	Deputy Head Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Deputy Head time	On going	All parents will be able to be aware of what is happening at school via the website.
To ensure that the school environment offers further information to pupils and visitors	SLT SENDco All staff	Photographs of all staff on display board with names Classrooms labelled Environmental print Displays offer visual and written support/adapted where needed Photographs/images for visual support on display Monitored through learning walks	-SEND time -Subj leader time	Ongoing	Visual and written environment offers support and is consistent around the school
Medium Term targets					
To continue to up-date and improve the school website to ensure	HT Govs	Website developed and improved over time Checklist completed for all relevant information that needs to be on the website	-Gov monitoring -Parent surveys	Ongoing	Website up-dated and all relevant information available and up-dated regularly

information is fully accessible.		Ensure parents are fully aware of the information available on the website			Friendly/easy to access website Website used by parents
Long Term targets					
To continue to meet any specific future needs of pupils/families within school	Whole school	Assess needs and plan accordingly Identify any specialised support needed and seek advice Add to provision maps/risk assessments etc. Staff awareness and training where needed	-SEND time -All staff -Gov meetings	Ongoing	Needs of pupils met where ever possible