

HIGH FIRS PRIMARY SCHOOL ACCESSIBILITY PLAN January 2023

The Accessibility Plan will contain relevant actions to;

- Improve awareness of **Equality and Inclusion**
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary.
- Increase access to the **curriculum** for pupils for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities

CURRICULUM ACCESSIBILITY

<u>ACTION</u>	<u>FUNDING</u>	<u>ACTIVITY</u>	<u>RECIPIENTS</u>	<u>TIMING</u>	<u>SUCCESS CRITERIA</u>	<u>MONITORED BY</u>	<u>EVALUATION</u>
Increase the extent to which disabled pupils can participate in the schools' curriculum.	LM budget	<p>Improve provision for pupils with specific learning/emotional/physical needs.</p> <p>Develop new resources, such as visual cues/ pictures/ manipulative materials to support the improved participation of these children.</p> <p>Additional resources, such as writing slopes, foot rests and weighted jackets to be introduced for children with identified specific physical/visual needs.</p>	Children with specific learning/emotional needs.	From January 2023	<p>Provision in place to meet the specific needs of these pupils.</p> <p>New resources and support is evident.</p> <p>Children positive about using additional resources to support their learning.</p> <p>Children accessing the curriculum effectively through use of additional resources.</p>	HT	
Setting suitable learning challenges.		Planning shows needs of all pupils being met.			<p>Staff are confident to meet the needs of pupils with a diverse range of learning and behaviour needs.</p> <p>Appropriate staffing in place to support these children.</p>	SENCO	

<p>Responding to pupils' diverse learning needs; and overcoming potential barriers to learning and assessment for individuals and groups of pupils.</p>	<p>LM budget</p>	<p>Autism staff training to be continually updated to support the children with related learning and behaviour issues.</p> <p>Speech and Language support for identified pupils to be a priority.</p> <p>New programmes of support to be introduced.</p> <p>Sensory circuits to be taken up in sensory snack sessions led by class TAs</p>	<p>All relevant staff to have undertaken training updates.</p>	<p>From Term 4, 2023</p> <p>From Term 1 2023.</p>	<p>All pupils make appropriate progress.</p> <p>Staff delivering speech & language support effectively. Sp & lang TA working with identified children on specific programmes.</p> <p>All staff & Governors have a clear understanding of inclusion matters. Regular inclusion updates.</p> <p>Children benefit from the new sensory motor skills sessions.</p>	<p>SLT and Gov. scrutiny</p> <p>Inclusion Gov</p> <p>SENCO</p>	
<p>Use new technology/software to increase access to curriculum for a range of pupils with disabilities e.g. ADHD/Dyslexia/Dyscalculia.</p> <p>Support their attention and focus on their learning by using a variety of ways to differentiate e.g. use of specific computer programs, use of animation, varying the font size, use of colours; change of background on IWB, use of coloured overlays;</p> <p>HI – As the Interactive whiteboards are digital and enable the school to use hearing technology.</p> <p>School to access additional microphones and receivers for hearing loops in identified classrooms as required. (Parental permission required)</p>		<p>Staff training to continually update knowledge and understanding of specific learning needs.</p> <p>All classrooms to have Interactive whiteboards, which allow technical changes to support these learners.</p> <p>This will support our VI/HI children as much improved visual/ aural quality.</p> <p>HI children able to access additional resources.</p>	<p>All pupils</p>	<p>From Summer 2023.</p>	<p>Extent to which disabled pupils can participate in the school's curriculum has increased.</p> <p>Screening process offers clear indication of needs.</p> <p>Children with specific VI are supported with range of resources.</p> <p>HI children's learning is enhanced through the additional support in place.</p> <p>HI children make progress due to increased support and resources.</p>	<p>ICT Governor/SENCO</p> <p>ICT Governor/HT to monitor effectiveness of plans.</p>	

PHYSICAL ACCESSIBILITY

<p>Plan to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school.</p> <p>Any 'new build' project is to be accessible to everyone.</p>	<p>LA funding.</p>	<p><u>Access for PD pupils</u></p> <p>Provision of additional ramps when required, following assessment of individual need. Temporary ramp available for use around the older areas of the school.</p> <p>Ramped access available to school hall.</p> <p><u>Access for HI pupils</u> Buddy System to alert HI pupils to fire bell in place.</p> <p><u>Access for VI pupils</u> Colour-contrast, door architraves and door handles.</p> <p>Blinds in classrooms to support visual needs to be updated on a rolling programme.</p>	<p>All users of building.</p>	<p>If required by a pupil.</p> <p>As classrooms are decorated.</p>	<p>Improved accessibility for PD pupils.</p> <p>Improved accessibility for VI pupils.</p> <p>Improved safety & accessibility for HI pupils.</p> <p>Doors contrast to architraves and handles.</p> <p>All new 'construction' will be fully accessible.</p>	<p>Buildings Gov.</p> <p>Governing Body</p> <p>Buildings Gov.</p>	
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PROVISION OF INFORMATION

<p>Continue to provide relevant information to all children/parents/ carers with a disability</p>	<p>Advice from Physical/sensory service</p>	<p>Identify materials and 'preferred formats' - make information available in alternative formats as required.</p> <p>Provide /signpost information to parents via newsletters and texts.</p> <p>Identify providers of 'translation' services- if required by families.</p> <p>Link with ISSK advisor to support EAL families.</p>	<p>Pupils/parents/ carers with Disability.</p>		<p>Information and materials made available to relevant families.</p> <p>Parents very positive with the additional support, advice and workshop/information gathering opportunities in the local area, signposted by the school.</p>	<p>Gov. Body Curriculum Committee.</p> <p>SENCO</p>	
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