

CASTLECHURCH PRIMARY SCHOOL ACCESSIBILITY PLAN 2022-2025



Increasing the extent to which pupils with additional needs can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

Action	Success criteria	Lead person	Timescale	Monitoring
Review the curriculum provision to ensure all relevant opportunities are being utilized to highlight awareness of people with disabilities and their needs.	Library resources are effective and relevant Assemblies raise awareness of disability PSHRE work celebrates and tackles issues surrounding disabilities.	SLT JC	Aut 22 onwards	Annually
Increase access to the curriculum by: Refining approaches to maths and English teaching and learning	Staff understand how to use the writing and maths tool kits to identify gaps and plan next steps for pupils who have barriers to learning. The editing of writing process is used effectively to maximise progress of pupils in writing.	SP/SLT	Summer 22-ongoing	Termly
Increase access to the curriculum by: Developing an effective system to track SEN progress	Data analysis tool tracks and responds to the needs of all vulnerable groups. Data is used to diagnose specific needs and to inform PLP target setting Data for SEN is effective in celebrating gains being made in skills, knowledge and understanding.	SP/SLT	Aut 22- ongoing	Termly
Ensure access to specialist support is available to all learners and their families if required, including counselling.	A range of external agencies are utilised swiftly as required including support for SEMH needs.	SP/SLT	Autumn 22 onwards	Termly

Increase access to the curriculum by: Analysis of participation in extra-curricular clubs, teams and school visits	Termly analysis provided to the senior leadership team for discussion. Key strengths and areas for development identified.	JR/SLT	Sept 2022-ongoing	Termly SLT LAB Report
Provide a range of formal S and L intervention programs and access to specialist teaching to support the development of communication skills	Staff identify pupils with specific communication issues quickly Interventions are provided and clear gains are evident Pupils gain confidence and enjoyment in their learning	SP/MH	Autumn 22 onwards	Termly

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Action	Success criteria	Lead person	Timescale	Review
Continue to ensure specialist reading and writing equipment is available to pupils with any disability/condition	Writing slopes/ pens/pencils/grips/coloured overlays all purchased to support pupils and use as required Laptop provided for identified pupil Staff make reasonable adjustments to curriculum provision as required	SP	Ongoing	Termly

Provide an appropriate space and resources for those pupils who demonstrate SEMH and Behavioural needs	Accessible calming down space created and resourced Nurture area provided-play therapy has been sourced for LAC pupils Staff receive appropriate SEMH training and Rapid access to specialist agencies	SP/SLT	Aut 22	Termly
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Improving the availability of accessible information to pupils with additional needs
This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with an additional need (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with an additional need.

Action	Success criteria	Lead person	Timescale	Review
Continue to develop systematic procedures that collect views of pupils with an additional need, their parents and advocates	SEND pupils take part in regular pupil interviews. SENCO has termly contact with SEND pupils’ parents via PLP reviews Senior Leadership Team to receive termly updates	SP	Ongoing	Termly-SLT report to LAB
Review ICT provision particularly access to the printed word and e safety. Investigate use of Read Aloud type of software. Purchase clicker and other dictation tools	Clicker used to develop writing skills in KS2. Talking First Word used on a regular basis E Safety procedures accessible to non-readers.	SP	Summer 22- Ongoing	Termly

<p>Support pupils with dyslexic characteristics by:</p> <ul style="list-style-type: none"> • Providing a coloured background and black text on all interactive white boards • Access to table top support tools / ACE dictionaries and thesaurus' • Cursive fonts • Alphabet rainbows • Ensure displays are interactive • Bespoke support packs/key rings • Providing formal assessments and interventions 	<p>Classrooms are dyslexia friendly Reasonable adjustments identified for each class Cursive handwriting is promoted in all classes All staff can provide formal intervention of Beat Dyslexia and dyslexia screens are utilised to assess specific learning difficulties.</p>	<p>All staff</p>	<p>Aut 22-Ongoing</p>	<p>Termly</p>
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