



## St. Joseph's RC Primary School Accessibility Action Plan 2016-2019

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum				
Targets	Strategies	Timescale	People with responsibility	Success criteria
<b>Short term targets: (to 2017)</b>				
To establish closer liaison with parents around SEND	<p>To ensure quicker sharing of concerns around SEND between school and families through termly parent meetings and other meetings to share concerns.</p> <p>Greater staff responsibility for the use of 'short note', provision maps and support plans.</p>	Ongoing	HT SENCo Class teachers	<p>Discussion between school and parents will increase and will lead to improved understanding of the child's needs and their ability to access the curriculum.</p> <p>Staff will meet with parents to review support plans and update them, including parent views where appropriate.</p>
To ensure full access to the curriculum for all children	<p>To provide CPD for staff (as relevant) to ensure that the needs of all children in school are met.</p> <p>To work with specialist advisory teachers (which may include: SEND Team, ASD Team, SALT, OT, EAL, EP service etc.) to gain additional support and advice</p> <p>To ensure that class teachers are able to provide:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives for those with high levels of needs,</li> <li>• Appropriate support for pupils from adults trained to meet specific needs,</li> <li>• Specific equipment sourced from outside agencies as required e.g. OT requirements.</li> </ul>	Ongoing	HT SENCo Inclusion Manager Class teachers	<p>Advice is sought when needed and utilised quickly, due to improved referral expectations on staff.</p> <p>Advice is followed and suggested strategies are evident in planning and classroom practice.</p>
To ensure that children with ASD have access to the curriculum.	<p>Regular parental communication</p> <p>Individual SEN Support Plans /EHCP plans written to meet the needs of each child and identify the specific</p>	Started and ongoing	HT SENCo Class teachers Inclusion	ASD children can access the curriculum and make progress against their own targets.



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	<p>support that will be put in place.</p> <p>Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development.</p> <p>Staff training as required as children move through school.</p> <p>Clear communication between school staff to ensure smooth transition between classes.</p>		Manager	<p>Parents and other agencies attend school SEN support and EHCP review meetings.</p> <p>Transition workers from secondary schools are aware of specific areas of difficulty that children have and support strategies in place.</p> <p>Staff will receive appropriate training to ensure they are able to meet the needs of individual children fully.</p>
To ensure that children with speech and communication difficulties have access to the curriculum.	<p>Regular meetings with parents to share techniques that are taught in school to support understanding</p> <p>School SLA with private speech therapist to provide early identification and assessment (Rachel Farley)</p> <p>Support staff to apply speech therapist's strategies through specific intervention on a weekly basis or as appropriate</p>	Started and ongoing	HT SENCo Class teachers Inclusion Manager Support staff	<p>SALT children can access the curriculum and make progress against their own communication targets</p> <p>Resources are used to develop understanding of vocabulary and concepts when needed</p> <p>Inclusion Manager/Class teacher/support staff will meet regularly with SALT to ensure strategies used are effective and having desired impact.</p>
To closely monitor and	Pupil progress meetings with class teachers and	Termly	HT	Improved progress will be



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review the attainment and progress of all pupils with identified SEN	<p>Inclusion Manager to monitor and review the impact of QfT and any interventions and to identify next steps for each child/group of children.</p> <p>Parents are invited to attend and contribute to the formation of new SEN plans and EHCP reviews.</p>		<p>SENCo Inclusion Manager Support staff Parents</p>	<p>seen on tracking</p> <p>Outcomes on support plans will be measurable and evidence progress for pupils – who will make clear progress towards their targets.</p>
To review all statutory policies to ensure that they reflect inclusive practice and procedure	All policies comply with the Equality Act 2010	Ongoing	<p>HT SENCo Subject leaders</p>	All policies reflect inclusive practice and procedures.
<b>Medium Term Targets: (to 2018)</b>				
To monitor the attainment of more able and gifted and talented pupils	<p>To update the More Able and G&amp;T policy</p> <p>To provide opportunities for MAT/GT pupils to be challenged through extended learning opportunities</p> <p>To work with local secondary schools to participate in their G&amp;T programmes where appropriate for pupil in upper KS2</p> <p>To ensure access for G&amp;T pupils to School Sports Partnership G&amp;T programme</p> <p>To ensure access for G&amp;T pupils to Simply Sport specialist to extend and challenge learning</p> <p>To monitor the progress made by MAT/GT pupils throughout the school</p>	Ongoing	<p>SENCo Class teachers</p>	<p>MAT/GT pupils will make proportionate progress to reflect their abilities and needs</p> <p>Class planning and classroom activities will demonstrate opportunities provided to extend and challenge MAT/G&amp;T children</p> <p>G&amp;T pupils will attend Maths Challenge day at local comprehensive school</p> <p>G&amp;T pupils will access SSP programme</p> <p>G&amp;T pupils in KS1 and KS2</p>



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				will receive additional PE sessions
<b>Long term targets: (to 2019)</b>				
To evaluate and review short term and medium term targets documented above at least annually.	To ensure the above strategies have been implemented  To evaluate progress and next steps	Annually	HT SENCo Governors	All children in school are making at least expected progress  The additional needs of all children are fully met The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children.
To report findings to the Governing Body	To ensure updates are shared at Governing Body meetings and that the governor with special interest is fully involved.	Annually	HT SENCo SEN Governor Governors	All governors are fully informed about SEN provision and the progress made by these identified children  All governors are fully aware of the changes that are required to meet individual needs

<b>Aim 2: To improve the physical environment of the buildings and grounds</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>People with responsibility</b>	<b>Success criteria</b>
<b>Short term targets: (to 2017)</b>				
To ensure that all people with a disability are able to be fully involved in school	To include questions in the pupil information questionnaire and new starter information about perceived access arrangements	By July 2017	HT Governors Staff	The needs of all pupils are met, where possible. When this is not possible (e.g. due



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life	To gather information about access arrangements for parents, carers and visitors through questionnaires to ensure that these needs are met during school events		Office staff	to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.  All children with disabilities are able to participate fully in school life.
<b>Medium Term Targets: (to 2018)</b>				
To improve the physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future refurbishments to the site and premises; such as: improved access, lighting, colour schemes and more accessible fixtures and fittings.	Ongoing and reactive to need	HT SENCo Governors	The needs of all people are met, where possible. When this is not possible (eg. Due to the structure of the building or the amount of notice the school receives), every attempt will be made by the school to overcome any barriers that may arise.
<b>Long term targets: (to 2019)</b>				
To improve access to and within the school	The school will take into account the needs of any pupils and/or staff that may need support accessing the building and or moving around the premises, taking appropriate action as and when required. (eg. Access via ramps and an internal lift)	Ongoing and reactive	HT SENCo Governors	The needs of all people are met, where possible. When this is not possible (eg. Due to the structure of the building or the amount of notice the school receives), every attempt will be made by the school to overcome any barriers that may arise.



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Aim 3: To improve the delivery of information to pupils and parents with disabilities				
Targets	Strategies	Timescale	People with responsibility	Success criteria
<b>Short term targets: (to 2017)</b>				
<p>To enable improved access to written information for pupils, parents and visitors.</p>	<p>Relay messages verbally where parental difficulties are known, or English is an additional language.</p> <p>Raise awareness among staff of the use of suitable font, size and correct page layout to support people with visual impairments.</p> <p>Raise awareness among staff about use of alternative coloured paper and/or whiteboard backgrounds to support people with visual impairments.</p> <p>Ensure signage around school is accessible in all known languages.</p> <p>Use EAL team/translators to convey messages when required.</p>	<p>Started and ongoing</p>	<p>All staff</p>	<p>Parents with Literacy difficulties or EAL can access school communications.</p> <p>School resources are appropriate for children with EAL or Literacy difficulties.</p>
<b>Medium Term Targets: (to 2018)</b>				
<p>To review and amend the in school SEND records that are kept for each child to ensure clarity and cohesion.</p>	<p>Review files that are kept and the information that is required.</p> <p>As changes are made, add new forms to the new starters packs but also ensure that they are completed for all existing pupils.</p> <p>Continue to ensure clear communication is in place between school and home to ensure changes are shared with school ASAP.</p>	<p>Continual review and improvement</p>	<p>HT SENCo SLT Office Staff</p>	<p>There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required.</p>