



UNSWORTH PRIMARY SCHOOL

ACCESSIBILITY ACTION PLAN 2014-2017



Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical and/or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document in the Department for Education’s guidance on statutory policies for schools.

Unsworth Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The Accessibility Plan for physical accessibility relates to the Access Audit of the School

Access Audit

The school is a one storey building with a push button wheelchair access door at the main entrance. All push buttons, key pads, door locks and buzzers are at low level and wheelchair accessible. The main entrance is well signed from the edge of the school grounds and easily recognisable. All entrances and exits to the school including classrooms, the hall and the KS2 corridor have wide, external doors fitted with ramps.

On-site car parking for staff and visitors includes a dedicated, signed, disabled parking bay. The main entrance has been fitted with a low reception desk, this being fully accessible to wheelchair users. There is a disabled toilet and shower facility available, fitted with a handrail and a pull emergency cord.

All classrooms are fitted with blinds and are partially carpeted. Classroom layouts and resources within classrooms are organised to reflect pupil need.

The school has internal emergency signage and escape routes are clearly marked.

Accessibility Action Plan 2014- 2017				
Overall Aim: To ensure considerations of disability equality are at the forefront of all decisions and activities of the school, thereby planning strategically to increase access over time.				
1. Environment				
Specific Objective To improve the physical environment of school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided.			Success criteria The needs of pupils, parents and visitors with physical difficulties have been taken account of when improving the school site and access to the school environment has been improved and all actions completed.	
Action steps	Who	Costs/resources	Milestones	Monitoring
Extend carpeted areas in classrooms during room redecoration.	C Reynolds C Vidler C Ahmed Governors	Planned maintenance	Carpet YR, Y3 summer 15. Y1, Y4 summer 16 SBM & HT to add items to Premises Action Plan annually Works agreed annually by full governing body	Premises Action Plan reviewed each summer Asset Management Plan updated as work carried out and reviewed annually by C Ahmed Items inspected annually by Health & Safety governor Works monitored termly by full governing body (included in HT report)
Adapt the music room to a training room including ramps, wheelchair access, carpets and blinds.	“		Autumn 15	Works monitored by architect during project and completed by Nov 2015.
Fit blinds to the windows in the corridor linking Y5/6 with the hall.	“		Fitted in Spring 16	Work completed and checked by SBM.
Fit vertical signage to the disabled parking bay.	“		Summer 16	Work completed and checked by SBM

2. Curriculum				
Specific objectives To increase the extent to which disabled pupils can participate in the curriculum.			Success criteria Barriers to the curriculum have been reduced or eliminated, ensuring full access to the curriculum for children with a disability	
Action steps	Who	Costs/resources	Milestones	Monitoring
<p>Dyslexia-friendly classrooms Purchase cream exercise books and coloured whiteboards for use with children with SEN and cream paper for use for reading activities with all children and parents.</p> <p>Continue to include strategies such as class visual timetables and a class alphabet arc as elements of 'dyslexia friendly' classrooms.</p>	<p>C Canning C Lancs</p> <p>Class teachers</p>	<p>Printing and stationary budget</p>	<p>Books & whiteboards in use by Sept 15</p>	<p>Book scrutinies. Monitor costs termly.</p> <p>Termly environment walks carried out by HT/ DHT</p>
<p>Include implementation of SEND Code of Practice 2014 in the SDP through: EP and other outside agency consultations which involve parents.</p> <p>Staff training on Quality First Teaching and differentiation.</p> <p>Reorganisation of TAs supporting individual children.</p> <p>Link TA and class teachers to a performance management target focussing on increasing knowledge around a particular area of SEN.</p>	<p>EP and ANT C Canning Class teachers</p> <p>C Reynolds C Canning</p> <p>C Reynolds C Canning</p> <p>C Reynolds LTeam Class teachers</p>	<p>EP Service level agreement</p> <p>4 x 1 hour staff meeting</p> <p>1 day training</p> <p>1 x 1 hour staff meeting ½ day PAD</p>	<p>Referrals made termly to EP and the ANT. Consultations and observations performed in cycles as part of APDR process</p> <p>Spring 15 repeated for TAs</p> <p>Training in Sheffield Feb 15 Planning and timetabling July 15</p> <p>Perf man target devised by HT Oct 14. Staff meeting Nov 14</p>	<p>Paperwork shows record of consultations with staff and parents.</p> <p>Monitoring of learning plans show use of recommendations and progress of children</p> <p>Impact of training shown in lesson observations</p> <p>Monitored during pupil progress meetings</p> <p>Learning from the projects presented to staff at PAD day in Sept 15. Reviews by appraisers Oct 15</p>

Attend training for person centred reviews and put into practice involving both children and parents.	and TAs C Canning C Chappell	Leadership time BPLC Service level agreement	to monitor ideas and progress. Attend EP training May 15 and implement some changes in June 15.	Records of annual reviews monitored by SEN team
Set up procedures for obtaining information for pupil profiles and devise for children with statements and EHCPs. Ensure relevant adults are in possession of the profiles.	C Canning	Leadership time	Review current systems aut 15 and implement further changes summer 16	Pupil profiles are monitored during reviews and shared with parents to check accuracy.
Identifying and tracking of pupils with SEND and those disadvantaged by: Pre-school provider and home visits for new YR children.	M Ashton S Channon	PSA hours	Pre school visits provide information which leads to extra visits by YR teacher or referrals to SEN	Records from feeder settings monitored for accuracy by YR teacher..
Carry out termly pupil progress meetings with a standalone item for SEND and disadvantaged pupils which create ensuing actions.	C Reynolds All teachers	Supply cover	Progress meetings carried out termly	Termly monitoring of data and pupil progress meeting records show impact of agreed actions.
SEN planning meetings.	C Reynolds C Canning EP and ANT	EP service level agreement	Arranged for the 3 rd week of each term. Children of concern are discussed and actions arranged	Monitoring of involvement with children shows use of additional strategies and increased progress towards outcomes. Records from EP and ANT
Use of targeted pupil premium funding: 1-1 specialist teaching.	H Dodd	Pupil Premium Grant	Monitoring of learning plans show children meeting appropriate targets. Monitoring of data termly.	Pupil premium data monitored at termly A and P governors sub-committee meetings. Annual report by HT published on website.
Invite children to a homework club who have difficulty completing homework at home.	C Reynolds C Chappell		Children's attendance monitored weekly.	Two weekly marking shows homework completed using appropriate

<p>Invite children to cultural events eg visits to bookshops, theatre productions which can be used as a literacy stimulus.</p> <p>Counselling for targeted children.</p>	<p>P Hackett</p> <p>C Canning</p> <p>S Channon</p>		<p>Discussions in class show children can talk about their learning</p>	<p>resources – checked in book scrutiny by L team.</p> <p>Monitored during LAC, TAC meetings and ongoing discussions with HT</p>
<p>Work with children with social, emotional and mental health (SEMH) difficulties and their parents:</p> <p>Training for TA on Circle of Friends intervention.</p> <p>Individual counselling for children with difficulties eg self- esteem, anger management and attachment issues.</p> <p>Support a TA to train as a counsellor for the NSPCC.</p> <p>Apply for the PSA to attend a Cognitive and Behaviour Therapy course with the aim of more direct involvement with children with SEMH difficulties.</p>	<p>EP</p> <p>S Channon</p> <p>Y6 class</p> <p>S Channon</p> <p>C Reynolds</p> <p>C Chappell</p> <p>C Reynolds</p> <p>S Channon</p>	<p>EP Service level agreement</p> <p>PSA hours</p> <p>Supply cover</p> <p>Funding from the project</p>	<p>Initial training from EP in class with PSA Dec 14. 3 weekly meetings of support group in Jan. Strategies put in place monitored weekly by Y6 teacher and PSA spring & summer 15</p> <p>1 day per week release for NSPCC training sum 15</p> <p>Application from PSA submitted spr 15</p>	<p>Conversations with target child and members of support group as incidents arise show confidence in the strategies being used. Monitoring of incident sheets show reduction of incidents.</p> <p>Monitored during LAC, TAC meetings and ongoing discussions with HT</p> <p>Monitoring by the Project Leader</p>
<p>Increase pupil participation in all activities by:</p> <p>Funding additional time from an Attendance Officer to ensure good attendance for all pupils.</p> <p>Working alongside Q First Sports coaches to adapt PE lessons to ensure the participation of all children including those with physical disabilities.</p>	<p>All classes</p> <p>Suzanne Ross</p> <p>R McLoughlin</p>	<p>Partially funded from pupil premium</p> <p>Funded from Primary Sports grant</p>	<p>Fortnightly meetings with HT to look at all children and discuss those falling below 93%.</p> <p>C Chappell liaison with QFirst Sports coaches on children’s needs in aut 15.</p>	<p>Attendance figures monitored and reported termly to governors by HT</p> <p>Monitor pp children regardless of attendance.</p> <p>All children are included in PE lessons through adapted activities</p>

<p>Train a group of upper KS2 pupils to form a sports crew who will initiate their own ideas for a lunchtime sports club for younger children.</p> <p>Employ Q First Sports to work with After School Club on varied physical activities.</p> <p>Upgrade a TA's responsibilities to include that of a lunchtime play leader</p> <p>Devise lunchtime extra- curricular activity clubs e.g. art so that all children can participate.</p> <p>Arrange appropriate transport and additional staff for children as necessary so they can take part in trips and residential holidays.</p>	<p>C Reynolds J Costin</p> <p>Teaching and TA staff All staff</p>	<p>Staffing budget</p> <p>Supply cover</p>	<p>Weekly lunchtime training in spr 16 results in an agenda being advertised by the crew eg posters</p> <p>Appoint responsibilities aut 15</p> <p>Clubs arranged on a rota for year groups</p> <p>Staff lifts and extra staff put in place for all trips as necessary e.g. Robinwood</p>	<p>Conversations with children in spr & sum 16 show they are enjoying the activities and receiving certificates</p> <p>Monitored by HT through regular meetings with J Costin and MDS.</p> <p>Monitoring of each age group shows participation by children who would find it difficult after school</p> <p>Monitoring by class teachers before all trips shows no children are being denied access due to their disability.</p>
<p>Review and revise the PSHE curriculum: Include coverage across curriculum areas and also planned events across different year groups.</p> <p>Review assembly themes.</p> <p>Continue PATHS programme in KS2 and extend to EYFS and KS1.</p>	<p>T Ali</p> <p>Class teachers</p>	<p>Leadership time</p> <p>PSHE budget</p>	<p>Materials purchased sum 15</p>	<p>Monitor assembly board to check children have responded to interactively.</p> <p>Monitored through MMU report.</p>
<p>Develop provision for children with medical conditions: Appoint a TA with responsibility for operation of the medical policy.</p> <p>TA to support children with medical conditions through counselling and to have contact with</p>	<p>C Reynolds C Chappell</p> <p>C Chappell</p>	<p>½ day weekly</p>	<p>Discussions with children and parents</p>	<p>Discussions by HT with C Chappell</p> <p>Annual review with parents of plans.</p>

parents. Update care plans. Arrange training for staff for children with conditions e.g. diabetes.	C Chappell Community nurse		as required TA meetings with parents to access relevant information at least annually. Training arranged for relevant staff prior to a child entering their class	HT to check plans annually. Monitoring of any health issues by HT. Annual update records by TA – class lists of medical issues.
Develop use of ICT as a way of accessing learning: Use of laptops for individuals as a method of recording. Develop use of videoing, pic collage, green screen and other APPs.	Class teachers A Rhodes Class teachers	ICT hardware budget Contribution from Statemented provision	Training in May 15 for teachers. Use in classes during sum 15	Monitoring of books through termly book scrutinies. Monitoring of apps by DHT through the website and of displays in class .
3. Accessible Information				
Specific objectives To improve the availability of accessible information to those with disabilities.			Success criteria School are able to deliver information to pupils, parents and visitors in ways which meet their individual needs.	
Action steps	Who	Costs/resources	Milestones	Monitoring
Further develop the school website: Information on the website to include school prospectus, letters, newsletters, dinner menu, policies. Classes to write regular class blogs. Headteacher to write regular blogs. News items to be tweeted daily.	A Rhodes A Hutchinson Class teachers C Reynolds	Admin and Leadership time to populate relevant pages	Training from DHT so staff can populate pages	Use of website by children, parents and others monitored by DHT weekly including the number of twitter users. Blogs and tweets monitored weekly by HT and DHT

Blogs and tweets to include photos and videos. SEN Information report to be written and SEN Policy updated with reference to the LA Local Offer and placed on website.	C Canning	Leadership time	SEN Info report written aut 14 SEN policy updated aut 15	Monitoring of the website shows the report and policies have been uploaded. Review of SDP in July 15 and performance management review aut 16
Information for parents to be given in alternative paper formats as necessary e.g. written play scripts, large print.	Admin staff	Admin time	Ask parents about preferred formats for accessing information	Parent survey conducted annually to check accessibility of information.
Support for parents in meetings as necessary e.g. signers		External instructors budget		Check needs with relevant parents as needed.
Impact				
As a result of these actions: (to be completed at the end of the academic year)				