



## UNSWORTH PRIMARY SCHOOL



### ACCESSIBILITY ACTION PLAN 2018-2021

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 2018-2021				
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
Fit non slip mats to all main entrance door ways.	C Reynolds A Rhodes C Vidler C Ahmed Governors	Planned maintenance	Summer 2018  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)
Fit blackout blinds to the windows in the library to ensure it can be used as a sensory space.	“	“	Summer 2018	Work completed and checked by SBM.
Purchase new seating within the library/sensory space that is multifunctional for use by pupils of all ages with a sensory need.	“	“	Autumn 2018	Work completed and checked by SBM
Tarmac the pedestrian footpath within the school gates to allow ease of access through the school	“	“	Summer 2018	Work completed and checked by SBM

playground.				
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><b>Dyslexia-friendly classrooms</b> Purchase cream exercise books, coloured whiteboards for use with children with SEN and cream paper for use by all classes.</p> <p>Continue to include strategies such as class visual timetables, individualised work stations and a class alphabet arc as elements of 'dyslexia friendly' classrooms.</p>	<p>A Rhodes C Vidler</p> <p>Class teachers</p>	<p>Printing and stationary budget</p>	<p>Books &amp; whiteboards in use by Spring 2018</p>	<p>Book scrutinies. Monitor costs termly.</p> <p>Termly environment walks carried out by HT/ DHT</p>
<p><b>Include implementation of SEND Code of Practice 2014 in the SDP through:</b> EP and other outside agency consultations which involve parents.</p> <p>Teaching assistant training on Quality First Teaching and differentiation.</p> <p>Monitor the SEN Support team supporting individual children.</p>	<p>EP and ANT C Canning Class teachers</p> <p>C Reynolds A Rhodes</p> <p>C Reynolds A Rhodes C Canning G Eisen</p>	<p>EP Service level agreement</p> <p>4 x 30 minute staff meetings</p> <p>Leadership Time</p>	<p>Referrals made termly to EP and the ANT. Consultations and observations performed in cycles as part of APDR process</p> <p>Spring &amp; Summer 2018</p> <p>Learning walks and work scrutiny records to document strengths and areas to develop. Review current systems sum 19 and implement any</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>

Monitor procedures for obtaining information for pupil profiles for children with EHCPs. Ensure relevant adults are in possession of the profiles.	C Canning G Eisen	Leadership Time	changes autumn 19	Pupil profiles are monitored during reviews and shared with parents to check accuracy.
<b>Identifying and tracking of pupils with SEND and those disadvantaged by:</b> 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/A Rhodes 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 <sup>rd</sup> 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
<b>Use of targeted pupil premium funding:</b> 1-1 specialist teaching.	G Cobb	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.	S Mansfield		Children's attendance monitored weekly. Discussions in class show children can talk about their learning	Two weekly marking shows homework completed using appropriate resources – checked in book scrutiny by L team.
Invite children to cultural events eg visits to bookshops, theatre productions which can be used as a literacy stimulus. Counselling for targeted children.	C Canning/G Eisen S Channon			Monitored during LAC, TAF meetings and ongoing discussions with HT

<p><b>Work with children with social, emotional and mental health (SEMH) difficulties and their parents:</b> Attend briefings and SEMH Partnership meetings/panels. Develop an SEMH Lead in school</p> <p>Individual counselling for children with difficulties eg self- esteem, anger management and attachment issues.</p> <p>PSA to deliver CBT to identified pupils in liaison with the school nursing team and through school identified needs.</p>	<p>C Reynolds A Rhodes S Channon</p> <p>S Channon</p> <p>S Channon</p>	<p>SEMH Partnership</p> <p>PSA hours</p> <p>PSA Hours</p>	<p>Monthly panel/partnership meetings attended to look at what is on offer.</p> <p>1-1 sessions documented on CPOMS</p> <p>1-1 sessions documented on CPOMS</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, TAF meetings and ongoing discussions with HT</p> <p>Monitored during LAC, TAF meetings and ongoing discussions with HT</p>
<p><b>Increase pupil participation in all activities by:</b> Developing the schools own Attendance Officer to ensure good attendance for all pupils.</p> <p>Working alongside Sports coaches to adapt PE lessons to ensure the participation of all children including those with physical disabilities.</p> <p>Train a group of upper KS2 pupils to carry out “Freddy Fit” and/or Sports Leaders who will initiate their own ideas for a lunchtime sports club for younger children.</p> <p>Further develop the Lunchtime Play Leader Role.</p>	<p>All classes C Ahmed</p> <p>R McLoughlin</p> <p>R McLoughlin Sports Coach</p> <p>C Reynolds A Rhodes</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>S Mansfield meeting with RML termly about specific children’s needs</p> <p>Children trained in Autumn 2018 and delivering sessions spr &amp; sum 2019.</p> <p>Half Termly meeting established with Play</p>	<p>Attendance figures monitored and reported termly to governors by HT Monitor pp children regardless of attendance.</p> <p>All children are included in PE lessons through adapted activities</p> <p>Conversations with children in spr &amp; sum 19 show they are enjoying the activities and receiving certificates</p> <p>Monitored by HT through regular meetings with J Costin and MDS.</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>J Costin</p> <p>Teaching and TA staff</p> <p>All staff</p>	<p>Staffing budget</p> <p>Supply cover</p>	<p>Leader and MDS</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>Autumn 18 learning walk and pupil learning conversations undertaken.</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><b>Monitor and update the PSHE curriculum:</b> Include coverage across curriculum areas, school values and also planned events across different year groups.</p> <p>Review assembly themes.</p> <p>Continue PATHS and LGBT programmes across school.</p>	<p>T Ali</p> <p>Class teachers</p>	<p>Leadership time</p> <p>PSHE budget</p>	<p>Assembly themes placed in Trello at the start of each term.</p> <p>Additional materials purchased autumn 2018</p>	<p>Monitor assembly board to check children have responded interactively.</p> <p>Monitored through Humanities Task Team &amp; Proud Trust Questionnaire Feedback.</p>
<p><b>Develop provision for children with medical conditions:</b> Induct new 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 parents.</p> <p>Update care plans.</p>	<p>C Reynolds/A Rhodes</p> <p>S Mansfield</p> <p>S Mansfield</p>	<p>½ day weekly</p>	<p>Discussions with children and parents as required</p> <p>TA meetings with parents to access relevant information</p>	<p>Discussions by HT with S Mansfield</p> <p>Annual review with parents of plans.</p> <p>HT to check plans annually.</p> <p>Monitoring of any health issues by HT.</p>

Arrange training for staff for children with conditions-haemophilia, asthma and anaphylaxis	Community nurse	3 x 30 minute sessions	at least annually. Training arranged for relevant staff prior to a child entering their class	Annual update records by TA – class lists of medical issues.
<b>Develop use of ICT as a way of accessing learning:</b> Use of laptops for individuals as a method of recording.  Develop use of videoing, pic collage, green screen and other APPs through the sharing of practice.	Class teachers  A Rhodes/E Lloyd Class teachers	ICT hardware budget Contribution from EHCP provision	Training in Nov 18 for teaching assistants. Use in classes across Spring and summer 2019.	Monitoring of books through termly book scrutinies.  Monitoring of apps by DHT through the website and of displays in class .
<b>3. Accessible Information</b>				
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.	
<b>Action steps</b>	<b>Who</b>	<b>Costs/resources</b>	<b>Milestones</b>	<b>Monitoring</b>
<b>Further develop the school website:</b> Information on the website to include school prospectus, letters, newsletters, dinner menu, policies.  Classes to write regular class blogs through the Parent Hub app.  News items to be tweeted daily.  Blogs and tweets to include photos and videos.  SEN Information report to be reviewed annually and	A Rhodes A Hutchinson  Class teachers    C Canning	Admin and Leadership time to populate relevant pages	Training from DHT so staff can populate pages    SEN Info report	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    Monitoring of the website by governors

SEN Policy updated with reference to the LA Local Offer.		Leadership time	reviewed annually each September. SEN policy updated September 2018	shows the report and policies have been uploaded.
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.
<b>Impact</b>				
As a result of these actions: (to be completed at the end of the academic year)				