

KNYPERSLEY FIRST SCHOOL ACCESSIBILITY PLAN 2020-23

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 pupils with additional needs in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation

| <u>Action</u> | <u>Success criteria</u> | <u>Lead person</u> | <u>Timescale</u> | <u>Monitoring</u> |
|---|--|--|-------------------------|--------------------------|
| <p>Increase access to the curriculum by:</p> <p>Refining approaches to the teaching of writing</p> | <p>Professional discussions held with all staff. Staff understand how to use the writing tool kit to identify gaps and plan next steps for pupils who have barriers to learning.</p> | EG/NE | Sept 2021-ongoing | Termly |
| <p>Increase access to the curriculum by:</p> <p>Analysis of participation in extra curricular clubs, teams and school visits</p> | <p>Termly analysis provided to SMT for discussion Key strengths and areas for development identified.</p> | Club Leader | Sept 2021-ongoing | Termly HT Report to LAB |
| <p>Increase access to the curriculum by:</p> <p>Developing an effective system to track SEN progress</p> | <p>Data analysis 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.</p> | JoB/SLT | Aut 21- ongoing | Termly |
| <p>Review the curriculum provision to ensure all relevant opportunities are being utilized to highlight awareness of people with disabilities and their needs.</p> | <p>Library resources are effective and relevant Assemblies raise awareness of disability SEAL work celebrates and tackles issues surrounding disabilities.</p> | Leadership Team Subject leader PHSRE | Aut 21 | Annually |
| <p>Ensure access to specialist support is available to all learners and their families if required, including counselling.</p> | <p>A range of external agencies are utilised swiftly as required including support for SEMH needs.</p> | EG/JoB | Autumn 21 onwards | Termly |

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| <p>Provide a range of formal S and L intervention programmes to support the development of communication skills.</p> | <p>Staff identify pupils with specific communication issues quickly Interventions are provided and clear gains are evident Pupils gain confidence and enjoyment in their learning</p> | <p>JoB/LL</p> | <p>Autumn 21 onwards</p> | <p>Termly</p> |
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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, 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 additional learning needs. 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.

| <u>Action</u> | <u>Success criteria</u> | <u>Lead person</u> | <u>Timescale</u> | <u>Review</u> |
|---|---|--------------------|--------------------------|------------------|
| <p>Identify specialist writing equipment requirements via the effective use of the Federation writing tool kit</p> | <p>Writing slopes/ pens/pencils/grips all purchased to support pupils and use as required Staff make reasonable adjustments to curriculum provision as required, this is recorded</p> | <p>LG/JoB</p> | <p>Autumn 21 onwards</p> | <p>Spring 19</p> |
| <p>Provide an appropriate space and resources for those pupils who demonstrate SEMH and Behavioural needs</p> | <p>Accessible calming down space created and resourced in KS 2 corridor Staff receive appropriate SERL training and RPI training. Rapid access to specialist agencies</p> | <p>LG/JoB</p> | <p>Autumn 21 onwards</p> | <p>Termly</p> |

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 a disability (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' additional needs 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 any additional needs.

| <u>Action</u> | <u>Success criteria</u> | <u>Lead person</u> | <u>Timescale</u> | <u>Review</u> |
|---|--|--------------------|-----------------------|---------------|
| <p>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</p> | <p>Clicker used to develop writing skills in KS2. Talking First Word used on a regular basis E Safety procedures accessible to non readers</p> | <p>JE/JoB</p> | <p>Spring 21</p> | <p>Termly</p> |
| <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 / dictionaries and thesaurus' • Cursive fonts • Alphabet rainbows in all rooms | <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. Access to alpha smart type resources</p> | <p>All staff</p> | <p>Aut 21-onwards</p> | <p>Termly</p> |