

SHARROW PRIMARY SCHOOL - ACCESSIBILITY PLAN 2019

(A) PHYSICAL ACCESS


To improve the physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services provided by or offered by school:

WHAT	HOW	WHO	WHEN
<p>1. Building Adaptations</p> <p>New Building fully accessible. Specific additional adaptations for individuals will be considered as and when required.</p>		<p>Head</p> <p>SENCO</p>	As required
2. Physical Aids	<ul style="list-style-type: none"> Storage for walkers/ wheelchairs/other equipment for disabled users. Access to appropriate ICT adaptations for children with co-ordination difficulties. 	<p>Headteacher/SENCO/Class Teachers</p> <p>ICT Technician SENCO/TA Support Class Teachers With advice from other professionals as appropriate.</p>	<p>As necessary. Ongoing as equipment changes.</p> <p>Ongoing</p>


WHAT	HOW	WHO	WHEN
3. Dining Facilities	<ul style="list-style-type: none"> • Appropriate access to dining facilities. 	Headteacher (reporting to governors)	Ongoing
	<ul style="list-style-type: none"> • To cater for special dietary needs of students by liaison between school health/ meals providers/family. 	Headteacher/SENCO/Family/Carers	Ongoing
	<ul style="list-style-type: none"> • To provide appropriate cutlery, plates etc for children. 	Family/Headteacher/SENCO (OT and physio advice)	As required



(B) ACCESS TO TEACHING AND LEARNING

To increase the extent to which students can participate in the school curriculum.

WHAT	HOW	WHO	WHEN
1. Deployment of Support Staff	<ul style="list-style-type: none"> To maximise access to mainstream curriculum through in class support/ staff liaison etc. To provide key staff to liaise closely with parents/ carers - (carrying out home visits if required). To provide resources/advice for home if required (eg following hospitalisation). To support students' access to extra curricular activities - eg residential/day visits. 	<p>Headteacher/Class Teachers/ SENCO</p> <p>Headteacher/Class Teachers/ SENCO</p> <p>Headteacher/Class Teachers/ SENCO</p> <p>Headteacher/Class Teachers/ SENCO</p>	<p>As and when required January 2019 →</p> 
2. Staff Information and Training	<ul style="list-style-type: none"> Ensure full staff awareness of SEND issues - include in induction of new staff. To ensure all staff required to home visit have clear information and guidelines and are accompanied if necessary (EAL Support) is often required. 	<p>Headteacher/SENCO/advice from trained Support Staff/ advice from Physio/OT.</p> <p>Deputy Headteacher/SENCO/ Teaching and Support Staff. New Staff.</p>	<p>January 2019 →</p>

<p>2. Staff Information and Training (continued)</p> <ul style="list-style-type: none"> • Ensure some staff are trained on particular interventions 	<ul style="list-style-type: none"> • Improve communication to all staff - which students require support and suggested strategies. • Individual Health Plans drawn up and implemented for students with medical/physical needs. • Support staff to be enabled to seek support from variety of outside agencies. • To provide staff with regular, focussed training opportunities (eg lifting/handling/first aid/behaviour/gross motor progress, Makaton) • Ensure all risk assessments incorporate needs of <u>all</u> students. 	<p>School Nurse/Parents/learning Mentors/Carers - (Physio/OT if required)/advice from medics</p> <p>Headteacher/SENCO</p> <p>SENCO</p>	<p>January 2019 →</p> <p>January 2019 →</p>
<p>3. Timetable Adjustments</p>	<ul style="list-style-type: none"> • Providing flexible timetable according to individual needs. • Provision of alternatives (eg in PE). 	<p>All Staff (Support, Teachers, SENCO, LSAs, Headteacher etc)</p>	<p>January 2019 →</p>

<p>3. Timetable Adjustments (continued)</p>	<ul style="list-style-type: none"> • Providing phased integration into school as required. • Catch up time as needed. • Allowing early arrival/ departure from lessons and dining room where needed to ensure safety. 		
<p>4. Adjusting and Enriching the Curriculum</p>	<ul style="list-style-type: none"> • Adapting and differentiation of tasks to ensure inclusion at individual need level. • Seeking out and distributing specialist resources - eg for independence skills. • All subject leaders ensure curriculum incorporates inclusion agenda. • Where possible provide access to out of hours activities, eg holiday schemes. • Involvement with PE academy (provision of activities designed for SEN/disabled students). 	<p>Senior Management Team/ Subject Leaders/SENCO/ Learning Mentors/TAs/ Parents/Carers</p>  <p>PE/Healthy School Coordinators Parents and Carers</p>	<p>January 2019 →</p>

5. Transport	<ul style="list-style-type: none"> Working with parents/ carers and extra curricular activities leaders/staff to ensure that appropriate transport is provided. Enabling access to <u>all</u> students whenever possible. 	SENCO/Class Teachers/ Learning Mentors/Parents/ Carers	January 2019 →
6. Access to Appropriate Staff and Outside Agencies	<ul style="list-style-type: none"> To be aware of facilities provided by agencies such as HEALTH/MAST/ Social Services/Voluntary Bodies. Develop partnerships with special schools. 	SENCO/Learning Mentor/ Headteacher/Class Teachers and TAs. 	As required
7. Provision of Special Consideration and Resources in Examinations	<ul style="list-style-type: none"> By seeking advice and assessments from SENCO/ Ed Psychologist/Physio etc. By requesting permission/ advice from relevant testing authorities. By provision of readers, amanuenses, extra time, technical aids etc. 	Class Teachers/SENCO/ TA Support/Headteacher 	As required
8. Working with Parents	<ul style="list-style-type: none"> Regular reviews - translations available at review meetings. 	SENCO/Learning Mentors	Ongoing

<p>8. Working with Parents (continued)</p>	<ul style="list-style-type: none"> • Development of support group for parents to discuss feedback to school on issues etc Special Projects. • Families know how to contact/speak to SENCO - availability of SENCO 		<p>Ongoing</p>
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(C) IMPROVING THE DELIVERY OF INFORMATION

To improve the delivery of information to students and parents/carers - taking accounts of disabilities and needs.

WHAT	HOW	WHO	WHEN
1. Materials	<ul style="list-style-type: none">• Provision of modified resources as required.• Other materials as identified/recommended in statements/health care plans.• Providing appropriate SATs papers if required.	SENCO/Health Service/Fusion/TA Support Staff/Class Teachers/Parents and Carers	As required
2. Alternative Systems for Provision of Information	<ul style="list-style-type: none">• Provision of translations for EAL.• Provision of interpreters for EAL.• Provision of signing support etc, as required or indicated through SEN statements.	SENCO	As required