

North Park Primary School Accessibility Plan 2015-2018

In line with the 2010 Equality Act – see Accessibility Policy

Aim 1 To increase awareness of equality, inclusion and access to the curriculum for pupils with a disability.

Our key objective is to ensure equality by reducing and eliminating barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for September 2015 (and subsequent years)	To identify pupils who may need additional to or different from provision for Sept 2015	July of the same year	HT EYFS teacher & TA SENCO/Inclusion Manager	Procedures/equipment/ ideas set in place by Sept 2015 entry.
To establish close liaison with parents	To ensure collaboration and sharing between school and families. Opportunities to meet with families through parent meetings, SEND review meetings	Ongoing throughout the year	HT SENCo/Inclusion Manager All Teachers & TA's	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues, etc	To ensure collaboration between all key personnel - meetings will be scheduled with specialist agencies as part of inductions and review processes	Ongoing throughout the year	SENCo/Inclusion Manager HT TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers and agencies; CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects 	Ongoing	SENCO/Inclusion Manager Teachers Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. Pupils with cerebral palsy, asthma, epilepsy, etc all accessing curriculum

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	<ul style="list-style-type: none"> • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 			
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Medium term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents through review meetings	Termly	Class teachers SENCO/Inclusion Manager	Progress made towards Support Plan targets Provision mapping clear and detailed Pupil progress reviews- clear steps and progress made
To monitor attainment of A, G & T pupils	Policy and Able G&T register/records to be developed and updated Able G&T booster groups/activities Monitor Able G&T list and pupil progress at progress meetings	Termly	Able G&T co-ordinator (Inclusion Manager) Class teachers	Able G&T children making proportionate progress. Achieving above average results

Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To deliver findings to the Governing Body	Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO/ Inclusion Manager SEND Governor HT	Governors fully informed about SEND provision and progress
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SENCO/ Inclusion Manager HT All subject leaders	All policies clearly reflect inclusive practice and procedure

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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms that support and enhance learning.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of Support Plan process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible

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<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<ul style="list-style-type: none"> • conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. • ensure all staff are trained in advance of working with pupils who have any medical conditions. 	<p>With immediate effect to be constantly reviewed</p>	<p>SENCo/Inclusion Manager Head Teacher SBM Occupational health</p>	<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>
<p>Ensuring disabled parents have every opportunity to be involved</p>	<ul style="list-style-type: none"> • Ensure support for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents 	<p>With immediate effect to be constantly reviewed</p>	<p>Whole school team With immediate effect to be constantly reviewed</p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education</p>

Medium term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>To improve community links</p>	<p>School to continue to have strong links with schools and organisations in Durham Authority and the wider community.</p> <p>Reference to FIS website</p>	<p>Ongoing</p>	<p>SMT All staff</p>	<p>Improved awareness of disabilities/the wider community of Durham and the world and their needs Improved community cohesion</p>

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Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school events Bikeability for Year 5 children	Ongoing	Inclusion Manager Community Manager SMT	No accidents
To maintain accreditation for school awards that celebrate inclusive practice	Continue to work towards: Healthy Schools targets Eco school Investors in children Arts mark Sports awards Anti-Bullying accreditation	2014/15	Inclusion Manager Community Manager Whole school approach	Achievement of awards
Ensure any proposed 'new build' project is fully accesible	Project manager appointed will ensure compliance with building regulations regarding accessibility.	When necessary	HT& Governors	New build is fully accessible

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Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with disability, including ASD, Cerebral Pasay, Epilepsy, SAL, Asthma have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies for children Clear guidelines on support plans and/or Health care plans	Ongoing	All staff to be aware	All children with SEND and health needs able to access curriculum.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate and purchase resources to support learners, follow recommended advice • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts, background colour, etc. will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all 		Inclusion manager	
To continue improving communication for any	Seek advice from LDDIS as and when necessary	Review annually	HT & Gov	Pupils and parents and visitor who are hearing impaired will

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hearing impaired member of the school community.	Review systems in place on a regular basis			be better able to access verbal information.
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Medium term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> • Information collected about new children. • Information about needs shared at termly staff meeting and updates • Records passed up to each class teacher and TA 	Annually	Class teachers Inclusion Manager Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

Long term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school
Improve access to whole school environment	Loop system to be introduced in school, as required	Reviewed and undertaken when required	HT and SMT along with Governors	Effective access to whole school site