

Ashbury Meadow Primary School Accessibility Plan 2023 to 26

Aim	Strategy and responsibility	Outcome	Timeframe	Achieved
<p>Objective 1: Improvements in access to the curriculum</p> <p>To set suitable learning challenges for students with Special Educational Needs and disabilities and pupils with social, emotional and mental health needs and use ELKLAN strategies to support the understanding, and therefore access to the curriculum of pupils with Speech and language difficulties.</p>	<p>-SENDCO continues to communicate with and liaise with our local Special Schools and other agencies to help staff to meet children's needs especially The Grange, Lancasterian and Bridgelea using resources and/or intervention and applying advice</p> <p>-Staff fully brief new teachers during transition meeting to discuss individual needs and SENDCO to monitor to ensure individual needs are being met</p> <p>- SENDCO to ensure care plans are shared with all staff working with individual pupils with SEN and disabilities and pupils with social, emotional and mental health needs - SENDCO to lead and manage SEND support TAs e.g. CPD; organisation - Teachers to consider how pupils with SEND will access the curriculum including consideration when adapting lessons of their developmental stage, educational visits and participation in Learning Outside of the Classroom activities and carry out appropriate risk assessment to ensure their safety and access</p> <p>- Pupils with SEND are assessed using the most appropriate assessment (e.g. Boxall,) so that appropriate next steps can be identified and challenge is appropriate and suitable</p> <p>School to continue buying in SALT time, two days a week to work with individual pupils and staff to support speech and language intervention work</p> <p>SEND teachers liaise with mainstream teachers to ensure all provision pupils have opportunities to transition into their mainstream equivalent class, to support their pathway back into mainstream education.</p> <p>All adults in school use Communication Friendly School strategies to support communication and the understanding of pupils</p>	<p>Pupils with disabilities are set suitable learning challenges based on assessment and have full access to the curriculum</p> <p>Pupils with disabilities make at least good progress</p> <p>Transitions are managed to ensure pupils are able to move to the next stage smoothly</p> <p>Staff feel confident to respond to the diverse needs of pupils with disabilities</p> <p>Pupils with Speech and language and communication difficulties have full access to the curriculum</p>	<p>Ongoing</p>	

To use interventions and other support to help all children to make appropriate progress	<ul style="list-style-type: none"> -Assessments before and after interventions monitored to identify pupils not making progress - Talking maths programme and focus on language/vocabulary development used to support pupils with English as an additional language in order to enable EAL pupils to access the curriculum - Teachers of children with Speech and Language needs are regularly supported by Speech and Language therapist 	<p>Pupils with EAL make at least good progress</p> <p>Pupils with Speech and language needs make at least good progress</p>	Ongoing	
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	<ul style="list-style-type: none"> - All staff routinely use training and application of ELKLAN strategies to embed the communication friendly school -Pupils with targeted learning difficulties have a bespoke intervention, timetabled on a six weekly basis so that each child never misses the same lesson in that period. -Pastoral support team to deliver interventions for pupils with social, emotional and mental health needs as part of our National Nurturing Schools Programme -Pupils with Education and Healthcare Plans (EHCP) have regular reviews to ensure that support outlined in their EHCP is delivered Teachers and TA receive training to support them adapting their teaching to give all pupils access to the curriculum. Tas training in Little Wandle SEND phonics scheme and catch up 7+ phonics. 	<p>All pupils are able to gain a good understanding of the curriculum through high quality communication</p> <p>Wave 2 pupils make good progress within class</p> <p>Pupils with social, emotional and mental health needs are well supported and develop personalised strategies to overcome difficulties</p> <p>Pupils with EHCPs make at least good progress against their individual targets.</p> <p>All pupil shave access to high quality phonics lessons.</p>		
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<p>Objective 2: Improvements in access to the physical environment to increase access to the school</p> <p>To maintain good access to all areas of the school grounds & buildings for a range of disabilities</p>	<ul style="list-style-type: none"> -Maintain accessibility to first floor areas of the school buildings via lifts -Ensure that disabled toilets are maintained and functioning with cleared access -Ensure cleared access of ramp to outdoor learning classroom -Ensure new support staff are fully briefed about school buildings, grounds and access for disabled pupils as necessary -Ensure that staff of pupils with disabilities are fully briefed regarding fire evacuation procedures & fully understand their responsibilities; staff to be trained to use the evacuation chair (Evac chair) -Ensure cleared access at top of stairwells where designated refuge areas are located to ensure the safety of disabled people who have a Personal Emergency Evacuation Procedure -All staff working with disabled pupils receive moving and handling training as appropriate 	<p>Accessibility to the school grounds & buildings is maintained for a range of disabilities</p> <p>Staff are trained in the moving and handling of disabled pupils who require it and have a good understanding and knowledge of how to operate specialist equipment safely</p> <p>Staff are confident in safely managing the evacuation of pupils with disabilities in the event of a fire</p>	<p>Ongoing</p>	
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	<p>Private changing area with hydraulic changing bed for disabled pupils to be used to ensure pupil privacy</p>			
<p>Objective 3: Improving the availability of accessible information (written or otherwise) to disabled pupils/staff.</p> <p>Written information is provided in a variety of formats.</p>	<ul style="list-style-type: none"> -Newsletter to be emailed weekly to parents/carers to enable parents/carers to enlarge text & use text reader -Information e.g. letters and policies to be provided via website and Schoolcomms (bulk text service) - Large print versions of text available for pupils who require it -Specialist equipment and resources available for pupils with disabilities in conjunction with other agencies eg, sensory services and occupational therapy. 	<p>All parents/carers and pupils can access printed information regardless of disability</p>	<p>Ongoing</p>	

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