KNYPERSLEY FIRST SCHOOL ACCESSIBILITY PLAN 2017-2018

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

Action	Success criteria	Lead person	Timescale	Monitoring
Increase access to the curriculum by: **Ensuring all pupils receive swift formal interventions for physical, academic and behavioural needs**	Professional discussions held with all staff. Staff understand definition of formal intervention and can lead effective provision. The impact of formal intervention is well evidenced	JoB /LG	Sept 2017-ongoing	Termly
Increase access to the curriculum by: **Developing a high quality standardised testing system for reading**	Data analysis tracks and responds to the needs of all vulnerable groups. Data is used to diagnose specific needs	AR/SMT	Aut 17-ongoing	Termly
Review the curriculum provision to ensure all relevant opportunities are being utilized to highlight awareness of people with disabilities and their needs.	Library resources are effective and relevant Assemblies raise awareness of disability SEAL work celebrates and tackles issues surrounding disabilities.	Leadership Team Subject leader PHSRE	Summer 18	Annually
Ensure access to specialist support is available to all learners and their families if required.	A range of external agencies are utilised swiftly as required including for SEMH needs	JoB SENCO	Autumn 17 onwards	Termly

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, lifts, 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 learning disabilities.   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.

Action	Success criteria	Lead person	Timescale	Review
Ensure needs of pupils with hearing impairments are well resourced and supported	Hearing impairment equipment utilized effectively Staff understand and support needs of deaf pupils Liaison with specialist support is utilized and sustained	MF	Autumn 17	Half termly
Continue to ensure specialist writing equipment is available to pupils with any disability/condition	Writing slopes/ pens/pencils/grips all purchased to support pupils and use as required Staff make reasonable adjustments to curriculum provision as required	AR/JoB	Autumn 17	Spring 18

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 an additional need (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' disabilities 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 an additional need.

Action	Success criteria	Lead person	Timescale	Review
Continue to develop systematic procedures that collect views of pupils with an additional need, their parents and advocates	SEND pupils take part in regular student interviews. SENCO Has termly contact with SEND pupils parents via PLP reviews SMT to receive termly updates	AR/ JoB	Establish Sept 17- ongoing	Termly-SMT report to Gov
Review ICT provision particularly access to the printed word and e safety. **Investigate use of Read Aloud type of software.** **Purchase clicker**	Clicker used to develop writing skills in KS2. Talking First Word used on a regular basis E Safety procedures accessible to non readers.	JE	Spring 18	Termly
Support pupils with dyslexic characteristics by: • **Providing a coloured background and black text on all interactive white boards** • **Access to table top support tools / ACE dictionaries and thesaurus'** • **Cursive fonts** • **Alphabet rainbows** • **Ensure displays are interactive** • **Providing formal interventions**	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	All staff	Aut 17- onwards	Termly