

KNYPERSLEY FIRST SCHOOL ACCESSIBILITY PLAN 2022-25



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>
Increase access to the curriculum by: Refining approaches to the teaching of writing	Staff understand how to use the cognition and learning graduated response to identify gaps and plan next steps for pupils who have barriers to learning. Staff have skills to break writing down into key component knowledge. Emphasis placed on novice writing expectations by all staff	LL/AM	Sept 2022-ongoing	Termly
Increase access to the curriculum by: Analysis of participation in extra curricular clubs, teams and school visits	Termly analysis provided to SMT for discussion Key strengths and areas for development identified.	Club Leader	Sept 2022-ongoing	Termly HT Report to LAB
Ensure the non core curriculum is ambitious, accessible and inclusive for all.	All lessons place a high emphasis on spoken language and discussion Barriers to writing are addressed to allow all pupils to demonstrate what they know and remember Assessment policy reviewed and promotes inclusivity All pupils access learning via a mastery style pedagogy	AR/All subject leads	Aut 23- Aut 25	Termly

<p>Increase access to the curriculum by:</p> <p>The use of the Triple A Strategy</p>	<p>PP and other vulnerable pupils are tracked using Triple A key areas</p> <p>TADAC meetings take place termly and focus on all areas of need</p> <p>Progress for PP pupils including those with SEND evidenced via the TADAC tracker</p>	<p>LL/JE</p>	<p>Aut 23- ongoing</p>	<p>Termly</p>
<p>Review the curriculum provision to ensure all relevant opportunities are being utilized to highlight awareness of the protected characteristics.</p>	<p>Library/school resources are effective and relevant</p> <p>Well planned assemblies offer raise awareness of all protected characteristics</p> <p>PHSE work celebrates and tackles issues surrounding protected characteristics</p>	<p>Leadership Team</p> <p>Subject leader</p> <p>PHSRE</p>	<p>Aut 23</p>	<p>Annually</p>
<p>Ensure access to specialist support is available to all learners and their families if required, including via the MHST and Emotional Coaching.</p>	<p>A range of external agencies are utilised swiftly as required including support for SEMH needs.</p> <p>Referrals are swift</p> <p>Impact is gathered of support provided.</p>	<p>LL</p>	<p>Autumn 23 onwards</p>	<p>Termly</p>
<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</p> <p>Interventions are provided and clear gains are evident</p> <p>Pupils gain confidence and enjoyment in their learning</p>	<p>EYFS/Eng Leads</p> <p>/LL</p>	<p>Autumn 2 onwards</p>	<p>Termly</p>

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>
Identify specialist writing equipment requirements via the effective use of the Federation writing tool kit	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	LL/AM	Autumn 23 onwards	Half termly 23.24 Termly Sept 24- onwards
Ensure staff have the knowledge and skills alongside key resources resources to identify and support pupils with challenging SEMH needs	Create and embed a graduated response for SEMH across our school. All staff have the skills to adhere consistently to our behaviour policy including via restorative conversations Pupil voice indicates the school behaviour policy is typical and well embedded. Analysis of behaviour incidents is typical and demonstrates impact of actions taken.	LL/All staff	Autumn 23 onwards	Termly

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>
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<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/LL</p>	<p>Spring 24</p>	<p>Termly</p>
<p>Continue to develop systematic procedures that collect views of pupils with an additional need, their parents and advocates</p>	<p>Monitoring activities indicated all leaders value the use of the voice of SEND pupils PLP process captures the views of the child and their parents Accessibility to SENCO is simple and shared often in a variety of forms. SEND parental view is captured effectively and actions are evident.</p>	<p>LL/SLT</p>	<p>July 24</p>	<p>Termly</p>