

Vision and values

Glynne Primary School has high ambition for all pupils. We aim to ensure that all children enjoy full participation and achievement in all aspects of school life. Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement: *'The school makes all children and their parents feel welcome, irrespective of race, colour, creed or impairment.'*

We aim to:

- Overcome potential barriers to learning so that all children enjoy full access to our curriculum
- Continually review our building and facilities in response to the needs of our community
- Respond sensitively and sensibly to the needs of individuals with our school community, seeking advice from outside support agencies whenever possible
- Consider, carefully the views of all parties: pupils, parents, governors, teaching and non teaching staff when writing our accessibility plan.
- Ensure that our plans for improved accessibility are monitored and reviewed regularly

The following areas have been considered when writing the Accessibility Plan for Glynne Primary School:

- **Access to the physical environment**
- **Access to the curriculum and associated services**
- **Access to information**

Access to the Physical Environment

	Target	Strategies	Timescale	Responsibility	Success Criteria
Short Term	To review accessibility to all areas of school	<ul style="list-style-type: none"> Learning Walk carried out with governors, focusing on accessibility to both inside and outside environment 	Reviewed regularly	Headteacher Named governors	Accessibility to all areas of school environment evaluated
	To ensure that all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> Evacuation plan in place for identified children Named adult to take control of child's evacuation Individual evacuation plan incorporated into regular fire practice 	Reviewed September each year	Headteacher SENCo	Individual plans in place for identified children and named adult fully aware of procedure
	Care room well maintained and all equipment easily accessed	<ul style="list-style-type: none"> SLT members to organise clearance of apparatus stored in care room Regular checks by site manager to ensure care room is well-maintained 	Reviewed regularly	SLT SENCo	Care room cleared and maintained in appropriate condition
	All outdoor steps clearly marked and visible	<ul style="list-style-type: none"> Site manager to repaint all yellow lines on outdoor steps 	Reviewed regularly	Site manager	All yellow lines re-painted on outdoor steps
	The school is fully aware of the access needs of disabled children, staff, parents and carers.	<ul style="list-style-type: none"> Access needs are discussed with parents and support agencies upon a child's entry to nursery/reception or school Access to physical environment is discussed with parents during reviews/parents' meetings. Consult parents, via newsletter, to ensure that their access needs are considered 	Start of term	Head teacher SLT SENCo	Children's access needs addressed and all staff aware Staff/governors' access needs considered Parents' and carers' needs considered
Medium Term	To ensure that all classroom equipment and resources are accessible for all pupils	<ul style="list-style-type: none"> SENCo/Head teacher to carry out Learning Walk, focusing on accessibility of classroom resources and equipment SENCo/Head teacher to discuss any issues with staff 1:1 support staff to identify any issues. 	Reviewed regularly	All staff	Classroom resources accessed by all pupils
Long Term	Wheelchair access around KS 2	<ul style="list-style-type: none"> Ensure current facilities in KS 2 are wheelchair accessible Install necessary equipment or improve access where needed. 	Reviewed regularly	Headteacher SENCo	Easy access for wheelchair in KS 2

Access to the Curriculum

	Target	Strategies	Timescale	Responsibility	Success Criteria
Short term	Ensure that reasonable adjustments are made so that all pupils access a curriculum appropriate for their needs	<ul style="list-style-type: none"> All staff to consider the needs of pupils in their care, when completing medium and short term planning Discussion with parents/carers during nursery interviews Discussion with parents/carers of new pupils Involvement of outside support agencies Whenever possible, discussion with child 	Ongoing	Headteacher SENCo Class teachers	Reasonable adjustments made so that all pupils access an appropriate curriculum All parties involved, with common framework, in pupils' learning Child actively involved in own learning
	Closely monitor core subject data for pupils with disabilities to ensure progress and achievement	<ul style="list-style-type: none"> Individuals/groups of children discussed during progress meetings Any concerns discussed with SENCO Interventions in place as appropriate and clear review date set Involve pupil and parents/carers/outside agencies if necessary 	Every half term	Individual Class Teachers Individual LSAs SENCo	Progress of pupils with disabilities closely monitored Interventions in place with clear exit plan Support network put in place if necessary
	Ensure pupils with disabilities have full access to ICT	<ul style="list-style-type: none"> Assess pupil needs in terms of physical access, ICT software, time Continually review location of touch screen, large keyboards and roller ball in terms of pupil needs Risk assessments in place for all identified pupils 	Ongoing	SENCo It Coordinator	Full and purposeful access to ICT for all pupils with disabilities
	Ensure that work is differentiated and resourced appropriately for pupils with disabilities	<ul style="list-style-type: none"> Initial meeting at beginning of academic year with SENCo, class teacher and LSA to discuss child's attainment, specific needs and resources SENCo to monitor year group planning – making suggestions, seeking advice from outside agencies, as appropriate 	Ongoing	SENCo Class teacher LSA	Pupils with disabilities accessing a relevant, appropriately resourced curriculum
	Ensure that pupils with disabilities have equal access to extra curricular activities	<ul style="list-style-type: none"> Identify numbers of pupils with SEN accessing extra curricular activities Class teacher/LSA to ensure that information regarding extra curricular activities is given to pupil and, if necessary a note made in home/school diary. Person responsible for organising activity to ensure that pupil has equal opportunity for participation Person responsible for organising activity to liaise with SENCo/parents so that support is in place 	Ongoing	Class teacher LSA SENCo Activity leader	Pupils with disabilities given all information regarding extra curricular activities Pupils with disabilities given equal access to extra curricular activities Support in place, if necessary, for pupil participation

Medium Term	Ensure that Rights Respecting Champions/ School Council have a voice in accessibility to the curriculum for all pupils	<ul style="list-style-type: none"> • Time allocated for curriculum discussion during school council meetings • Minutes taken of the discussion taking place on curriculum issues • Minutes are fed back to SLT • Learning needs/curriculum carefully considered for all pupils 	Termly	Rights Respecting Champions DHT SLT SENCo	'Pupil Voice' having impact on accessibility and learning environment for pupils with disabilities
	Ensure that teaching staff and LSAs have access to relevant training for specific children	<ul style="list-style-type: none"> • Utilise existing experience/skills when organising classes/as children move year groups • Assess training needs of staff working with specific children • Allocate funding for such training 	Ongoing	SLT SENCo	Increased confidence of staff working with pupils with disabilities
	Ensure that teaching staff and LSAs are familiar with current legislation and documentation with regard to disability/accessibility	<ul style="list-style-type: none"> • Identified staff to attend relevant courses • New initiatives/documentation discussed at SLT and shared with staff 	Ongoing	Head teacher SLT SENCo	All staff familiar with relevant, current legislation and documentation
Long term	To develop a range of learning environments and experiences in response to children's needs	<ul style="list-style-type: none"> • Continually assess indoor and outdoor learning environments • Consider individual pupils' needs – use of work stations, quiet areas and practical equipment 	Ongoing	All staff SENCo	Children able to access a range of learning environments and experiences Eg. workstations as appropriate, EYFS use of outside area, Sensory work with specific children, dyslexia resources, visual timetables, good listening skills

Access to Information

	Target	Strategies	Timescale	Responsibility	Success Criteria
Short term	Visual timetables in all classrooms – written or pictorial, depending on age and needs of children Individual desktop timetable in place for identified children	<ul style="list-style-type: none"> • Pictures/symbols for timetables in 'Inclusion' folder (T drive) • SENCo/Phase Leaders to check timetables are clearly visible to all children • Children needing individual timetables are discussed during initial meeting each academic year 	Ongoing – reviewed as necessary	Phase Leaders Class teachers SENCo	All children having access to a meaningful timetable
	Ensure that school web site is continually updated so that parents are able to access current policies and plans	<ul style="list-style-type: none"> • Links in place to all relevant policies and plans • Parents informed via newsletter 	Ongoing	SLT	Parents able to access policies and plans via school web site
	Ensure that parents are given advance warning, in an appropriate format, of all aspects of school relevant to their child.	<ul style="list-style-type: none"> • Class teachers to ensure that all dates are entered in school diary, well in advance • Class teachers to consider advance notice to parents when booking visits • Information provided via newsletter or class letters by Parent Pay unless they do not have access to this, then they will be given a paper version. • Identified pupils with significant needs to be provided with information personally; this will be handed to parent/carer or put into child's bag. 	Ongoing	All staff	Parents given advance notice of all aspects of school relevant to their child Eg. telephone calls, newsletter, notes home
Medium Term	Ensure that all pupils have an efficient method of recording homework tasks	<ul style="list-style-type: none"> • Class teacher/LSA to record for child, if necessary • Pre-printed instructions given out, if necessary • Home/school liaison books used for further instructions and dialogue with parents, if appropriate 	Ongoing	Class teacher LSA Parents/carers	Children and parents have clear understanding of homework tasks
Long Term	Ensure that all information sent to parents/carers is in a format relevant to their needs: large print, Braille, other languages	<ul style="list-style-type: none"> • Audit to establish needs of parents • Office to keep up to date records of specific needs • Seek advice from outside agencies, if necessary 	Ongoing	SLT Office staff	Parents/carers receiving information which is accessible to them

