

# Galleywood Infant School      Accessibility Plan 2014-17



At Galleywood Infant School we want all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We are proud of our broad and balanced curriculum and have high expectations for all children. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Galleywood Infant School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Below is our Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Curriculum Policy and map	Behaviour Policy
Equal Opportunities and Diversity objectives	School Development Plan
Health & Safety Policy	Asset Management Plan
Educational Visits Policy	School Prospectus and Mission Statement
Special Educational Needs Policy and Local Offer	Teaching and Learning Policy
	Medicines Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited annually and prior to the end of each three-year plan period in order to inform the development of the new Plan.

The Plan will be monitored through the Learning and Ethos and the Finance Committees of the Governing Body.

## **ACCESSIBILITY REVIEW AND PLANNING September 2014-July 2017**

### **PHYSICAL FACILITIES**

#### **How do we identify barriers?**

Governor monitoring, daily risk assessments for each classroom, site manager's review of school environment, general risk assessments for activities on and off site, feedback questionnaires from parents, pupils and staff as part of school evaluation process, Special Educational Needs reviews, advice from specialist teachers and other professionals, feedback from visitors, Local Authority premises audit.

#### **What progress have we made in improving physical access in the last 3 years?**

- New school entrance offers sloped access to school, hand rails and double doors.
- Handrails fitted to steps in playground
- Sloped access from playground to Quiet area allows access for wheelchairs and buggies.
- Re-siting of some planters in Quiet area supports safer movement
- Yellow markings renewed throughout the school
- Classroom furniture reorganised to support safer movement of pupils, staff and visitors.
- New signage illuminated at all times to facilitate exit during emergency evacuation.
- Wide computer screens provided for pupils with visual impairment
- Sensory room set up to help calm pupils with heightened sensory awareness.
- New roller blinds in one classroom to reduce glare onto interactive white board and improve visibility for all pupils.

#### **Objectives for Improvement 2014-17**

- Continue to adjust classrooms appropriately for individual pupils and identify spaces within classroom and within the school for pupils with particular needs.
- Ensure classroom environments always clearly labelled and organised.
- Regular reminders to all staff to keep access routes clear and avoid clutter.
- Improve parking areas to create designated space/ drop off for disabled visitors.
- Improve parking areas to enable better access for emergency vehicles
- Join Foundation stage class bases to avoid duplicating learning areas & increase space.
- Top corridor not accessible to wheel chair users without leaving/ re-entering school building. Explore measures to address this in the longer term.

### **THE SCHOOL CURRICULUM**

#### **How do we identify barriers?**

Daily monitoring of Teaching and Learning by the Headteacher, Senior Leadership team, subject leaders and school partners, monitoring of classroom support and interventions by SENCo and Governors, evaluation of performance data by SLT and Governor data panel, evaluations of outcomes for individuals and groups of children, advice and audits from specialist teachers and outreach work, the annual statement review process, discussions with parents, gobs and staff.

#### **What progress have we made in improving curriculum access in the last 3 years?**

- Specialist equipment obtained for individual pupils as identified by parents/ teachers including sloping boards for writing, special scissors, cushions, weighted blankets, magnifier, software to improve communication. We have also equipped our sensory room.
- Curriculum themes incorporate work to improve understanding of diversity
- Partnership links established through student placement and pupil outreach with two local Special schools
- Creation of new work stations both within and outside classrooms for individual/ small group work in quieter environment.

- Children with visual impairments, hearing impairments, sensory and mobility needs engaged in a wide range of extra-curricular activities including after school clubs and Parents Association events.
- The children's awareness of disability was broadened through their participation in Paralympics volleyball.
- Installation of new Interactive screen in library with brighter visuals
- Training for TA team and SENCo in meeting the needs of children with Attachment Disorder
- Training for identified members of the school team in meeting the needs of pupils with dyslexia, autism, visual and hearing impairment.
- Addition of new intervention programmes for children with learning needs- staff training and purchase of materials.

### **Objectives for Improvement 2014-17**

- Member of staff trained as Autism Champion, working across group of schools
- Respond to new and emerging needs of pupils through additional/ refresher staff training and clear communication of consistent best practice.
- Continue to invite visitors
- Visibility of some interactive whiteboards affected by sun glare. Add more black out blinds?
- Replacement of Interactive whiteboards and projectors with interactive screens
- Continue to organise classrooms to facilitate the participation & independence of all pupils
- Gradual implementation of new SEND policy, including move towards Education and Health Care Plans for all pupils with a statement of SEN.
- Seek advice through training opportunities regarding new/ different intervention programmes that may raise attainment and close learning gaps.
- Improve knowledge and understanding of how to support pupils with dyspraxia.
- Training in use of iPads to improve access to the curriculum for children with SEND.

### **SUPPORT SERVICES**

#### **How do we identify barriers?**

Feedback from children and parents, daily classroom observations relating to wellbeing, tracking performance data and exploring possible reasons for underattainment, discussions with professionals such as Educational Psychologist, Specialist teacher for Emotional and Behavioural Difficulties.

#### **What progress have we made in improving support services in the last 3 years?**

- School continue to work very well with a range of outside agencies and to access support when needed from Occupational Therapy, Behaviour support team, Thriftwood Outreach service, and others.
- Sensory room established
- CAMHS referrals when appropriate
- Improved pupil tracking through half termly Pupil Progress Meetings leads to swift identification of pupils underachieving/ under-attaining.
- Creation of Learning Mentor post using Pupil Premium funding, with responsibility for the wellbeing of any vulnerable pupil and leading provision to address identified needs.
- Learning Mentor worked with Parent Support Adviser to establish Hands on Workshops for parent and child together.
- All staff trained in leading Structured Conversations through Achievement for All

## **Objectives for Improvement 2014-17**

- Provide on-line wellbeing information through the learning platform and school website.
- Continue to develop role of learning mentor and promote the role with parents/ carers
- Maintain and increase links with outside agencies, e.g. Kids Inspire, to support emotional wellbeing of pupils.
- Embed Structured Conversation approach and train new/ returning staff.
- Promote new School and LA SEND Offer through school website and update regularly.

## **AWARENESS**

### **How do we identify barriers?**

Pupil interviews, Pupil and Parent surveys, feedback from staff, Governors and visitors.

### **How well are we doing in improving awareness of diversity and disability over last 3 years?**

- Children's general awareness of diversity issues enhanced due to diversity being embedded in the curriculum and addressed through PSHE and assembly themes.
- Staff training- manual handling and restraint training updated with policy.

## **Objectives for Improvement 2014-17**

- Continue to explore different aspects of disability through PSHE and assembly themes.
- Promote an awareness of support networks for families through website and DB Primary.
- Continue to challenge stereotyping through curriculum opportunities and stories.

## **COMMUNICATION**

### **How do we identify barriers?**

Feedback from children and parents through surveys and questionnaires, parent feedback following annual reports, parent feedback relating to provision for children with special educational needs, staff surveys, Performance Review meetings, Governor visits.

### **How well are we doing in improving communication in the last 3 years?**

- Improvements to school website as an information and signposting resource for parents
- Creation of Galleywood Infant School Facebook page to provide information feed.
- Weekly meetings of Teaching Assistant team, TA emails, TA lunches to share information about named pupils and to cascade best practice from training updates.
- Introduction of Structured conversations to strengthen partnerships with parents/ carers
- Introduction of Sunrise Breakfast club by invitation- Learning Mentor links with parents
- Introduced Governors report to parents and Governor information page on website
- Introduced text communication with parents about clubs, dinner money arrears.

## **Objectives for Improvement 2014-17**

- Continue to improve methods of communication within school so that all staff aware of children's needs and how best to support their learning and development.
- Continue to develop school website and learning platform as an efficient way of communicating with parents. Enable parents to text absence messages.
- Be aware of and open to new methods of communication as technology advances
- Add access tools and information to school website?
- Move towards electronic reporting to parents over next 2 years.

## **Monitoring of Plans**

The Accessibility Plan will be monitored by both Governor Committees and by the HT and Senior Leadership team in consultation with SENCo and TA team. It will be reviewed annually, adjusted as necessary and rewritten in Sept 2017.