

**Durham Gilesgate Primary School Accessibility Action Plan 2016 – 2019**  
**Reviewed in September 2017**

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.				
Targets	Strategies	Timescale	People with responsibility	Success Criteria
<b>SHORT TERM TARGETS:- (to 2017)</b>				
To establish closer liaison with parents around SEND	<p>To ensure quicker sharing of concerns around SEND between school and families through termly parent meetings and other planned meetings to share concerns.</p> <p>Greater staff responsibility for the use of the 'short note', provision maps, and support plans.</p> <p>Staff will continue to work with the PSA to develop strategies for developing good communication with parents</p>	Ongoing and throughout the current plan	HT All class teachers	<p>Discussion between school and parents will increase and will lead to improved understanding of the child's needs and their ability to access the curriculum.</p> <p>Sept 2017 review: Teachers are communicating with parents more frequently regarding SEND. Short notes and support plans are shared at parent meetings or at other times if needed.</p>
To ensure full access to the curriculum for all children	<p>To provide CPD for staff (as relevant through the EP LSA) to ensure that the needs of all children in school are met</p> <p>To work with Specialist Advisory Teachers (which may include: SEND Team, ASD team, SALT team, OT team, EAL team, EP service etc.) to gain additional support and advice</p> <p>To ensure that class teachers are able to provide:</p> <p>A differentiated curriculum with alternatives for those with high levels of needs.</p>	Ongoing and throughout the current plan	HT All class teachers	<p>Advice is sought when needed and input is quick due to improved referral expectations on staff.</p> <p>Advice is followed and suggested strategies are evident in class planning and in classroom practice</p> <p>Sept 2017 review: The school Educational Psychologist and other outside professionals support school staff with a shared</p>

	<p>A team of support staff including those trained to meet specific needs</p> <p>Specific equipment sourced from outside agencies as required e.g. hearing impaired, OT requirements.</p>			<p>understanding of children with additional needs.</p> <p>In particular support plans are now reflecting the views of other agencies and their input is informing targets for children and provision.</p>
<p>To ensure that children with ASD have access to the curriculum</p>	<p>Regular parental communication</p> <p>Individual SEN Support Plans / EHCP plans written to meet the needs of each child and identify the specific support that will be put into place</p> <p>Work with outside agencies to ensure up to date appropriate strategies are used to support learning and development</p> <p>Staff training as required as children move through school</p> <p>Clear communication between school staff to ensure smooth transition between classes</p>	<p>Started and ongoing</p>	<p>SENCO Class Teachers Support Staff</p>	<p>ASD children can access the curriculum and make progress against their own targets</p> <p>Parents and other agencies attend school SEN Support and EHCP review meetings</p> <p>Staff receive appropriate training to ensure they are able to meet the needs of individual children fully</p> <p>Sept 2017 review: Ongoing support and CPD for staff is enabling this to happen.</p>
<p>To ensure that children with speech and communication difficulties have access to the curriculum</p>	<p>Regular communication with parents to share the techniques that are taught in class to support understanding</p> <p>School SLA with private speech therapist to provide early identification and assessment (Rachel Farley)</p> <p>Support staff to apply speech therapist's strategies when delivering weekly Provision Map speech groups</p>	<p>Started and ongoing</p>	<p>SENCO Class Teachers Support Staff</p>	<p>SALT children can access the curriculum and make progress against their own communication targets</p> <p>Resources are used to develop understanding of vocabulary and concepts when needed</p> <p>Support staff meet regularly with the speech therapist to ensure PM groups remain up to date and appropriate to support learning</p>

<p>To closely monitor and review the attainment and progress of all pupils with identified SEN</p>	<p>Pupil Progress meetings with class teachers to monitor and review the impact of QfT and any interventions and to identify next steps for each child/group of children</p> <p>Parents are invited to attend and contribute to the formation of new SEN plans and EHCP reviews</p>	<p>Half termly Termly from Jan 17</p>	<p>SENCO Class teachers Support Staff Parents</p>	<p>Improved progress will be seen on tracking</p> <p>SEN K children make clear progress towards their identified outcomes</p> <p>Sept 2017 review: The school SLA with a private speech therapist is providing a consistent service that meets the needs of children.</p> <p>NHS services are not as responsive, waiting lists remain too long and communication with school is poor.</p>
<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure</p>	<p>All policies comply with the Equality Act 2010</p>	<p>Ongoing and throughout the current plan</p>	<p>HT SENCO All subject leaders</p>	<p>All policies clearly reflect inclusive practice and procedures</p> <p>Sept 2017 review: This is an ongoing and developing process that we are making progress with.</p>
<p><b>MEDIUM TERM TARGETS:- (to 2018)</b></p>				
<p>To monitor the attainment of more able and gifted and talented pupils</p>	<p>To update the More Able and G&amp;T policy</p> <p>To provide opportunities for MAT/GT pupils to be challenged and extended</p> <p>To continue to work with Belmont Community School to participate in their G&amp;T programme for KS2</p>	<p>Ongoing</p>	<p>SENCO Class teachers</p>	<p>MAT/GT pupils will make proportionate progress to reflect their abilities and needs</p> <p>Class planning and classroom activities will demonstrate opportunities taken to extend and challenge MAT/GT children</p>

	To monitor the progress made by MAT/GT children throughout school			Sept 2017 review: Teachers planning takes into account the needs of all groups of children. There has been some specific activity for the More Able in collaboration with other local schools and Belmont Community School.
<b>LONG TERM TARGETS:- (to 2019)</b>				
To evaluate and review the short term and medium targets documented above at least annually	To ensure the above strategies have been implemented To evaluate progress and identify next steps	Annually	HT SENCO Governors	All children in school are making at least good progress  The additional needs of all children are fully met The learning environment and learning opportunities provided are amended and adapted as required to meet the needs of all children  Sept 2017 review: Progress measures show that where progress is the slowest it is for those children with additional needs.
To report findings to the Governing Body	Pupil Welfare meetings and Curriculum Committee Meetings with Special Interest Governor involvement	Annually	SENCO SEN Governor Governors	All Governors are fully informed about SEN provision and the progress made by these identified children  All Governors are fully aware of the changes that are required to meet individual needs

				Sept 2017 review: Information about SEND is reported to the Governing Body on a termly basis.
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**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Targets	Strategies	Timescale	People with responsibility	Success Criteria
<b>SHORT TERM TARGETS:- (to 2017)</b>				
To ensure that participation rates in sporting events, festivals and tournaments by children with SEND is equal to the non-SEND group.	Careful planning of all events to ensure equality of access.  Ensuring that disabled children attend the events that are specifically planned for them. (e.g. Deaf Tennis Tournament)	Started and ongoing	M Donohue All staff	SEND Children will be a equally as likely to participate in sporting events.  Sept 2017 review: Children with additional needs are fully involved in sporting events or have access to specific events to aid their inclusion and involvement.
To ensure that all people with a disability are able to be fully involved in school life	To include questions in the pupil information questionnaire and new starter information about perceived access arrangements  To gather information about access arrangements for parents, carers and visitors through questionnaires to ensure that these needs are met during school events	By July 2017	HT Governors All staff	The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.  All children with disabilities are able to participate fully in school life

				Sept 2017 review: This has been achieved: there have been no barriers for an SEND child in school.
To ensure that the medical needs to all pupils are fully met within the capability of the school	<p>To conduct parent interviews to identify needs of children before they join the school</p> <p>To liaise with external agencies to ensure that barriers are overcome</p> <p>To identify the training needs of staff</p> <p>To establish individual protocols where needed to meet the needs of individual children</p>	Start Sept 2016 and embedded by July 2017	HT Governors All staff	<p>The medical needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.</p> <p>All children with specific medical needs are able to participate fully in school life</p> <p>Sept 2017 review: Medical needs have not presented as barriers to children attending or being included in the curriculum, sporting events or educational visits.</p>
<b>MEDIUM TERM TARGETS:- (to 2018)</b>				
To improve the physical environment of the school	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments to the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings	Ongoing and reactive to need	HT SENCO Governors	<p>The needs of all people are met, where possible. When this is not possible (e.g. due to the structure of the building or the amount of notice the school receive), every attempt will be made by the school to overcome any barriers that may arise.</p> <p>Sept 2017 review: Currently this is being met.</p>
<b>LONG TERM TARGETS:- (to 2019)</b>				

To improve access to the school	Through plans to develop the sporting use of the 'Sport College' playing fields the Governing Body will ensure adequate parking on site to help with congestion at the start and end of the school day for 'taxi' children and those with disabilities dropped off on site by their parents,	Planned for start in 2017	HT SENCO Governors	There will be improved access for those with disabilities onto the school site.  Sept 2017 review: DFE have signed off the Sport College grounds and we are awaiting permission to extend out car parking facilities.
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<b>Aim 3: To improve the delivery of information to pupils and parents with disabilities</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>People with responsibility</b>	<b>Success Criteria</b>
<b>SHORT TERM TARGETS:- (to 2017)</b>				
To enable improved access to written information for pupils, parents and visitors	<p>Relay messages verbally where parental difficulties are known</p> <p>Raise awareness among staff of the use of suitable font and size and correct page layout to support people with visual impairments</p> <p>Investigate the use of symbols to support people with reading difficulties</p> <p>Audit reading materials used in school to ensure suitable large print materials are available if needed</p>	Started and ongoing	All staff	<p>Parents with literacy difficulties or EAL can access school communications</p> <p>School resources are appropriate for children with EAL or literacy difficulties</p> <p>Sept 2017 review: Use of a translator has helped with communication. Google Translate has also helped in some cases.</p>

	<p>Ensure signage around school is accessible in all known languages</p> <p>Use EAL team translators to convey messages when needed</p>			
<b>MEDIUM TERM TARGETS:- (to 2018)</b>				
<p>To review and amend the in-school SEND records that are kept for each child to ensure clarity and cohesion</p>	<p>Review files that are kept and the information that is required.</p> <p>As changes are made, add new forms to the new starters packs but also ensure that they are completed for all existing pupils</p> <p>Continue to ensure clear communication is in place between school and home to ensure changes are shared with school asap</p>	<p>Continual review and improvement</p>	<p>HT SLT Office staff</p>	<p>There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required</p> <p>Sept 2017 review: SEND support plans have been overhauled to show the clear progression from short note through support planning to EHCP if necessary. Chronologies are now in place for the majority of SEND case files and these are useful in telling the story of a child's development.</p>

Date of Implementation: September 2016

Date of Review: September 2017 and annually

Signed: Headteacher M Turner