

Durham Gilesgate Primary School Accessibility Action Plan 2019 – 2022
Reviewed in September 2021

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.				
Targets	Strategies	Timescale	People with responsibility	Success Criteria
SHORT TERM TARGETS:- (to September 2020)				
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> <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>	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 2021 review: The school Educational Psychologist and other outside professionals support school staff with a shared 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>Met but There is a need to maintain this provision</p>
To ensure that children with speech and communication difficulties	Regular communication with parents to share the techniques that are taught in class to support understanding	Started and ongoing	SENCO Class Teachers Support Staff	SALT children can access the curriculum and make progress against their own communication targets

<p>have access to the curriculum</p>	<p>Support staff to apply speech therapist's strategies when delivering weekly Provision Map speech groups</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>Sept 2021 SLA with private speech therapist was ceased and an online therapy system has been implemented which was of benefit during the pandemic.</p> <p>This target is met and provision is ongoing</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</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 2021 review: Progress was steady towards this target but the pandemic and first lockdown has impacted upon this group. Those with additional needs and who require additional services have sometimes not been able to access this from outside agencies quickly enough during the first pandemic. The spring 21 lockdown</p>

				<p>had more vulnerable children attending school in bubbles.</p> <p>This target is ongoing</p>
LONG TERM TARGETS:- (to 2022)				
<p>To monitor the attainment of more able and gifted and talented pupils</p>	<p>To update the More Able and G&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&T programme for KS2</p> <p>To monitor the progress made by MAT/GT children throughout school</p>	<p>Ongoing</p>	<p>SENCO</p> <p>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> <p>Sept 2021 review: Teachers planning takes into account the needs of all groups of children. G&T work with other schools was in progress but ceased with COVID measures in place.</p> <p>Target ongoing</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>Half termly</p> <p>Termly</p>	<p>SENCO</p> <p>Class teachers</p> <p>Support Staff</p> <p>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 2021 review: Progress was steady towards this target but the pandemic and first lockdown has impacted upon this group. Those with additional needs and who</p>

				<p>require additional services have sometimes not been able to access this from outside agencies quickly enough during the first pandemic. The spring 21 lockdown had more vulnerable children attending school in bubbles.</p> <p>This target is ongoing</p>
--	--	--	--	---

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
MEDIUM TERM TARGETS:- (to 2021)				
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	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. Sept 2021 review: Currently this is being met.
LONG TERM TARGETS:- (to 2022)				
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	Planned for started in 2017	HT SENCO Governors	There will be improved access for those with disabilities onto the school site.

	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,	and ongoing		Sept 2021 review: DFE have signed off the Sport College grounds and we have been working with the LA to negotiate and agree parking. Plans have been delayed by COVID and an environmental impact survey.
--	--	-------------	--	---

Aim 3: To improve the delivery of information to pupils and parents with disabilities				
Targets	Strategies	Timescale	People with responsibility	Success Criteria
LONG TERM TARGETS:- (to 2022)				
To ensure that information about SED is shared with parents regularly.	Continue to ensure clear communication is in place between school and home and that parents have ongoing time opportunities to discuss and be involved in SEND consultations.	Continual review and improvement	HT SLT Office staff	There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required Sept 2021 parents more involved in consultations with EP and teachers together.

Date of Implementation: September 2019

Date of Review: September 2019 and annually (This version was reviewed in September 2021)

Signed: Headteacher M Turner