

Durham Gilesgate Primary School Accessibility Action Plan 2022 - 2025
September 2022

| Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum. | | | | |
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| Targets | Strategies | Timescale | People with responsibility | Success Criteria |
| ONGOING TARGETS:- (to September 2025) | | | | |
| To ensure full access to the curriculum for all children | <p>To provide CPD for staff (as relevant through service level agreement) 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>Review:- 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. There is a need to maintain this provision</p> <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> |
| To ensure that children with speech and communication difficulties have access to the curriculum | Regular communication with parents to share the techniques that are taught in class to support understanding | Started and ongoing | SENCO Class Teachers Support Staff | Review Mable therapy is having a good impact on SALT alongside NHS services. Provision is ongoing. |

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| | Support staff to apply speech therapist's strategies when delivering weekly Provision Map speech groups | | | <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> |
| LONG TERM TARGETS:- (to 2025) | | | | |
| To closely monitor and review the attainment and progress of all pupils with identified SEN | <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> | Half termly Termly | SENCO Class teachers Support Staff Parents | <p>Review: The pandemic and first lockdown has impacted upon this group of children. 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 had more vulnerable children attending school in bubbles. This target is ongoing</p> <p>Improved progress will be seen on tracking</p> <p>SEN K children make clear progress towards their identified outcomes</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 |
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| MEDIUM TERM TARGETS:- (to 2024) | | | | |
| 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 | <i>Review: Currently this is being met.</i> 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. |
| LONG TERM TARGETS:- (to 2025) | | | | |
| To improve access to the school | To replace the main school doors with those that are automatic and with controls suitable for the disabled | Compleat by 2025 at the latest | HT SENCO Governors | There will be improved access for those with disabilities onto the school site. |

| Aim 3: To improve the delivery of information to pupils and parents with disabilities | | | | |
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| Targets | Strategies | Timescale | People with responsibility | Success Criteria |
| ONGOING TARGETS:- (to 2025) | | | | |
| To ensure that information about SEND 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 | Review: parents are more involved in consultations with EP and teachers together. There is effective communication within school to ensure information about disabilities and additional needs is shared with staff and appropriate agencies as required |

Date of Implementation: September 2022

Date of Review: September 2023 and annually

Signed: Headteacher M Turner