

Hayward's Primary School Accessibility Plan 2017 - 2018

Strand A – Increasing the Extent to which disabled pupils can participate in the school curriculum

| Objectives | Actions | Timescale | Success Criteria | Who? | Cost |
|---|---|-------------------------|--|--|------|
| To review the Equality Act and to ensure that all staff have access to this and the updated Accessibility Plan. | Copies of documentation are disseminated to all staff. Disability discrimination act will be a supplementary document to the accessibility plan. | Nov '17 – Dec '17. | All staff are aware of the accessibility plan and the targets that we will be working on. | Andy Smith and Ruth Dixon | N/A |
| For members of staff to continually provide an inclusive education by appealing to different learning styles and abilities within the planning of activities and the nature of tasks given to children. | Planning will show evidence of a range of activities which will support different learning styles. Planning will also show evidence of differentiated activities. Resources will be differentiated appropriately for children as and when required. | Ongoing | Range of learning styles will be evident in planning and activities/resources, where relevant, will be tailored towards the child's style of learning. | All teachers and TAs | N/A |
| To ensure that Individual Provision Maps are created for disabled/SEND pupils which focus on their individual needs. | Provision will be linked to reports/ comments/ recommendations made by professionals involved with the children. Provision Map Meetings ensure that teachers are reminded about the importance of referring to multi-agency targets within provision maps and reviews show evidence of this having occurred. | October '17. | Quality of provision maps continue to improve and are more specific to individual children and their needs. | Ruth Dixon and Jill Taylor | N/A |
| To produce Individual Pupil Summaries which provide useful dos and donts for children with SEMH need and physical needs. | Individual Pupil Summaries will be produced by the Pastoral Support team, in conjunction with relevant teachers and LSAs. This will be shared with all staff and worked through with TAs and MTAs. | October – November 2017 | Individual Pupil Summaries help bring consistency to the work that we are doing with the children. | Andy Smith, Ben Geale, Anne Hext and Carol Peachy. | |
| To continue to provide for the child's social and emotional wellbeing through a range of interventions aimed at supporting development within and outside of school, | THRIVE assessments to continue. PSHE programme to continue to help children understand the values of the Hayward's Heros. Forest School Provision to continue. Gardening SEALS to continue. Family SEALS work to continue. TAFs to continue for vulnerable families. | Ongoing | Children with social and emotional needs are provided for in an appropriate manner. | Andy Smith, Ben Geale and Ruth Dixon. | |

| | | | | | |
|---|--|------------------|--|-----------------------------------|-----|
| supported by parents and people working with the child. | DAF meetings for relevant families to continue inc. Multi-Agency Team around the Child Meetings. Solihull Parenting Programme provide for children. | | | | |
| To ensure that all staff are aware of THRIVE approaches, interventions and practical ways of working. | AS to provide training for specific activities which can be used with children linked to the appropriate developmental stage. These activities to continue to be touched on in staff meetings. Train relevant staff in THRIVE approach and create | | Staff are using THRIVE activities with their children and the language of THRIVE is commonplace with the work that we are doing. | Ben G, Anne Hext and Carol Peachy | N/A |
| To ensure that information about an SEND child, including information on learning styles, is communicated effectively to the next class teacher. | For staff to ensure that relevant approaches/techniques are communicated to the next teacher. Pupils produce Pen Pics to support this transition and to take ownership of what works well for them. | Summer Term 2018 | Communication between previous and next class teacher remains of a good standard. SEN Staff Meeting – Transfer of Information to new teacher (July 2018) | Andy Smith and Ruth Dixon | |
| To ensure that specific children have their curriculum presented in a multi-sensory way and that they have sensory input provided to prepare them for learning. | Ongoing TA/Staff training in multi-sensory approaches to learning. Staff to be aware of the resources available in school to support children; big ball programme/wobble cushions/coloured filters/weighted blankets etc. | Ongoing | There is evidence within a timetable showing the importance of preparing for learning. All TAs carry out exercises in advance of intervention work with children. Lesson Obs and Learning Walks show evidence of equipment/provisions being used well. | Ruth Dixon | |
| When required staff are trained in the moving and handling/feeding required for additional needs. | Ongoing training requirements | Ongoing | Appropriate approaches are used with children when required. | | |
| To monitor the effectiveness of provision for SEND Children (in particular those who require additional access arrangements and an environment which is tailored to their needs). | RD to carry out learning walks – focus will include provision and access for SEN children. | October 2017 | For SLT to monitor effectiveness of SEND provision across the school. To gain additional pupil voice on their SEN provision. | Ruth Dixon | |

| | | | | | |
|--|--|----------------------------------|--|-----|------|
| | | Summer 2018 | For all children to be aware of disabilities in school and in the wider community. | | |
| For School to plan on-going events that will embrace diversity, encourage positive attitudes and understanding of pupils with protected characteristics including different forms of disability, | <p>Key members of staff will look at opportunities across the year to promote multi-cultural understanding, for example:</p> <ul style="list-style-type: none"> • Continue to use Hero Days to promote inclusivity. • Anti-Bullying Week • Key Historical Dates • National Deaf Awareness Week • Autism Awareness week. • Increase understanding of different religions by visits to different places of worship (part of the RE Curriculum) • Language of the Month • Plan assemblies on cultural events throughout the year, e.g. Chinese New Year, and invite speakers into school. | Establish in Jan '17 and ongoing | School events continue to promote diversity and cultural understanding. | SLT | None |

Strand B – Improving the Physical Environment of Schools

| Objectives | Actions | Timescale | Success Criteria | Who? | Cost |
|---|--|----------------------------|--|-----------------------------|------|
| To regularly review using the schools access self-audit questionnaire to determine school priorities and needs. | Document reviewed on a yearly basis. | Every year | Evidence of objectives met and new targets established. | Kirsty Brett | TBC |
| To ensure the efficient and effective maintenance of current modifications for disabled access. | Where relevant, and based on evidence from outside observation and report, alterations will be considered. | When required | School environment is appropriate for the needs of children within the school. | Ruth Dixon and Kirsty Brett | TBC |
| To ensure that all future building work takes account of disabled access. | Where relevant, and based on evidence from outside observation and report, alterations will be considered. | When required | School environment is appropriate for the needs of children within the school. | Andy Smith and Kirsty Brett | TBC |
| To ensure that school managers and governors with responsibility for premises are aware of how to access appropriate building modifications as required for pupils with specific needs. | Where relevant, and based on evidence from outside observation and report, alterations will be considered. Specialist support will be accessed as required. | When required | School environment is appropriate for the needs of children within the school. | Andy Smith, Governors | TBC |
| To ensure that the school has an adequate supply of specialist physical aids, particularly sloping boards and equipment suggested in OT assessments. | For allocation of SEN Budget to be made available for Specialist Physical Aid equipment. | Budgeted for in April 2018 | Appropriate resources are available to SEN children. | Ruth Dixon and Jill Taylor. | TBC |

Strand C – Improving the Delivery of Information to Disabled Pupils

| Objectives | Actions | Timescale | Success Criteria | Who? | Cost |
|---|--|-----------------------|--|------------------------------------|------|
| To continue to ensure that all staff are skilled in supporting children with speech and language development. | Ensure all necessary staff are appropriately trained and have relevant updated schemes of work to use. Early identification will continue through the assessment of all children when they arrive in reception (speech and language link). Junior Language Link to be used more effectively in order to identify those children in KS2 that have language concerns and support them with an appropriate programme. | Ongoing training. | All children are receiving appropriate speech and language provision. Staff are trained in the delivery of these programmes. Junior Language Link | Debbie Manning | |
| To effectively use communication in print to support the mapping out of stories and understanding of events. | Staff to continue to receive training in the effective use of communication in print. | Ongoing training. | Communication in Print is used effectively to support the delivery of information for SEND children and in simple narrative mapping activities. | Ruth Dixon | |
| To continue to use Social Stories to help in the effective understanding of social situations. | Social stories, in a variety of forms, are used across the school to help children understand difficult situations. | Ongoing training. | Social stories are evident and help children understand a situation. | Ruth Dixon and Andy Smith | |
| To achieve the Inclusion Award with the Communication and Interaction team, ensuring that learning environments are tailored to individual needs. | Classrooms are inclusive and care is taken that the environment is designed to meet the needs of all children. | Sept '17 to July '18. | Teachers are aware of the importance of an inclusive environment and understand the benefit to individual children. | Ruth Dixon, Andy Smith and Paul L. | |
| To continue to increase the use of specific ICT software to support the needs of children with SEN. | We will continue to gain advice on the different resources available to support SEN through ICT. | Ongoing | Appropriate and relevant SEN software is used with the relevant children. | All Staff | |

Equality objectives

Describe the improvement needed

It would be good for the school to map out events (in a more structured way) that will embrace diversity, encourage positive attitudes and understanding of pupils with protected characteristics including different forms of disability, for example:

- Get involved in a range of National events e.g. National Deaf Awareness Week
- Plan awareness-raising assemblies on SEND e.g. autism and the difficulties this presents
- Drama and music for the Respect festival to celebrate diversity
- Plan assemblies on cultural events throughout the year, e.g. Chinese New Year, and invite speakers into school
- Celebrate Gay Pride/LGBT History Month
- Celebration of historical events
- Increase understanding of different cultures
- Visits to local places of worship – mapped onto RE curriculum
- Links with countries through twinning (Curriculum Leadership Team)

Equality objective

To ensure that children at Hayward's are aware of diversity within the local (and wider) community. To ensure that

Key strategies to address this

Effective use of EAL co-ordinator and her existing contacts.

Effective use of families (particularly those, to begin with, who already have a close link with the school).

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|--|--------------|----------------|--|--|
| To map assemblies for the academic year 2018-2019 to include a focus on diversity, including embracing the values of our EAL | AS/RD/SLT/DO | July 2018 | Time together to map out term – invite DO to SLT meeting to co-ordinate this ready for the new year. | Assemblies are mapped out across the year. There are representatives from different groups speaking to the children in assembly. |
| To ensure that all representatives are aware of the importance of understanding the need to promote beliefs carefully and sensitively. | HD | May 2018 | Code of Conduct for Faith Representatives established – HD time. | Range of faith representatives included in assemblies. |
| To network and find representatives who are happy to come into school and talk about their culture/cultural values. | DO | September 2018 | Time for DO to discuss with contacts. | Range of cultures represented in assembly. |

Describe the improvement needed

It would be good for the school to recognise and promote what it is doing to support EAL families. It would be good to meet with different groups (EAL/SEND) to review how accessible the school is from their perspective. What could we do as a school in order to improve this for different groups accessing our school?

How do EAL parents access newsletters?

How do we effectively communicate to EAL parents the dangers of crossing opposite the school?

How do we ensure that key messages are promoted clearly?

How do we ensure that are we schedule key events with appropriate translation to ensure that the process (e.g. parents evening) is effective for the family?

How do we measure the impact of our work?

Equality objective

To improve how accessible school information is for EAL (and other protected groups) families including those families with SEND.

To seek views on how effective our current provision is and what we need to do in order to make it more effective.

Key strategies to address this

Coffee Mornings for EAL Families.

Invitation given to families (with translation support) where a discussion can be heard on how well the family/children are kept informed about a range of issues to do with school life.

| Action | Who? | When? | Resources and training needs/costs | How will this be monitored? What are the success criteria? |
|--|--------------|------------------|---|---|
| EAL coffee mornings are co-ordinated between EAL Co-ordinator and Bi-Lingual Support Worker. These are advertised effectively to ensure that families from all backgrounds are invited. | DO/Maggie/AS | March 2018 | Availability of a space. Advertising material. Time to communicate with families. | Families attend the events regularly. The number of attendees increase. Feedback from the events are positive. |
| Workshops are arranged with families (invited) to get views on how well the EAL families/children are involved in school life (key things to discuss – how do parents know what children are learning/how well | RD/AS/DO | June – July 2018 | Invitations. Allocation of Space. Pens/post-its. Cost of translator. | Good attendance. Feedback and actions arising from the feedback. Parents feel that the documentation is more accessible for them. |

| | | | | |
|--|-----------------|------------------|--|--|
| <p>do school communicate/how do parents know what is coming up in school). Equality objectives from next year can come from these conversations.</p> | | | | |
| <p>School investigates how to make printed information (letters/newsletters/parentmail more accessible for EAL families).</p> | <p>AS/DO/KB</p> | <p>Sept 2018</p> | <p>Possible translation costs. Investigation into how schools get over this problem – possible visit to other schools to observe practice.</p> | <p>Key information (e.g. prospectus) is available in a multi-lingual format.</p> |