

Ingham Primary School

Accessibility Plan

March 2021 – March 2024

To be reviewed each year

A new plan will be written in 2024-when there will be a new consultation with parents and children to establish new objectives

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Ingham Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Starting points

1A: The purpose and direction of the school's plan: vision and values

Our vision for disabled children is linked to the schools vision and values

Successful. Confident. Caring.

Each Learner will:				
Really want to learn and be proud of the things that they and other people have achieved.	Challenge themselves using thinking skills, creativity and communication	Respect everyone everywhere, celebrating and accepting that everyone is different.	Enjoy and celebrate the development of their own and others gifts and talents	Show that they are thankful for our school, our area and the natural world



Community

...above all values and overarching everything we do...

At the heart of the community, with community at its heart...

Love	Community	Fairness
Endurance	Hope	Respect

We model these for children, talk about them and praise children when they demonstrate them; they run like a thread through our daily lives in school and are a focus of our acts of collective worship.

1B: Information from pupil data and school audit

- In March 2021 there were 89 children in the school, aged from 4-11 years old
- The majority of the children come from small villages in the locality, some children use public transport to come to school.
- There are 4 children who are looked after or have been adopted in the school
- There are 14 children on the SEND register. We currently have 2 children with an EHCP.

Pupil Information-Up dated March 2021

The following table indicates pupils in the school for the Academic Year 2020-21 who fall under the term 'disabled'

	Nature of disability with in the school (For privacy these are not listed by year group)
Lower end of the school	<ul style="list-style-type: none"> • Autism • Speech and language difficulties
Upper End of the school	<ul style="list-style-type: none"> • Dyslexia • Autism • ADHD
Number of EHC plans as of March 2021)	<ul style="list-style-type: none"> • 2

Strengths and Areas for Development

	What?	Evidence and Action
Strength	Staff	<ul style="list-style-type: none"> • Teachers are nice and help when you're stuck. • Children receive excellent support
	Presence of disabled pupils in the school and the pattern of their participation in the life of the school	There are currently no physically disabled pupils in the school
	Attendance	Children generally have good attendance.
	Access to the curriculum	<ul style="list-style-type: none"> • Grips- to aid pencil control • Encourage use of the writing slope where appropriate.
	Access to assessment procedures using different means of communication	<ul style="list-style-type: none"> • Access to specialist teacher for assessments and advice.
	Access to After School Activities	<ul style="list-style-type: none"> • Supported if want to attend. TA made available to ensure inclusivity.
	Areas for Development	These were derived from consultation with parents, staff and children and will form the basis of the new action plans
	<ul style="list-style-type: none"> • <i>The books are a lot to read, we need more poetry books so it's in smaller chunks.</i> • <i>List of games outside so that we know what we can choose (it can be laminated and hung outside).</i> • <i>Time to think and finish so we don't feel rushed.</i> • <i>I think there could be more communication between the teachers and parents to understand what is happening in the classroom</i> 	

	<ul style="list-style-type: none"> Review the measures put in place more frequently. For parents to have more of an understanding in what the school can offer in terms of equipment etc. to help and whether they are used. Develop understanding of Autism with peers.
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IC: Views of those consulted during the development of the plan

These views were collected through meetings with the parents of disabled students and the children themselves

The following questions were asked:

	Children	Parents
What are the strengths?	<p>ICT helps sometimes.</p> <p>"I like how I get educated here" I get to do my favourite subjects like art and science.</p> <p>Teachers are nice</p>	<p>Children's needs are identified early.</p> <p>Children have access to assessments to diagnose difficulties.</p> <p>Children receive excellent support from teaching staff and extra tuition.</p> <p>Staff are helpful and offer support and advice.</p> <p>Staff are usually available to exchange concerns or positives in the classroom/hallway</p> <p>There is a desire to work with Autistic children to make school less daunting.</p>
What do you feel are the main disadvantages to your child in the school?	<p>"If we have to rush it's not fun."</p> <p>"If one teacher and they are working on the board and no one else in the room - I am pooped."</p> <p>"If the sheets are long and hard words. Sometimes I don't finish the work in time. Stops me starting as there's too much to do."</p>	<p>More staff to support the children.</p> <p>Noise and distractions within classrooms, getting frustrated when the task isn't immediately understood.</p> <p>Lacking in confidence in his own ability so may give in easily.</p> <p>Difficulty seeing any flexibility in rules- likes them to be followed all the time and finds it difficult to deal with when they are not eg. in PE.</p> <p>When tired such as towards the end of term things are amplified.</p>
<p>Discussion with children</p> <p>These are the children who are on the SEN register this term-they range from 5-11 years old</p>		
What do you like about school?	<p>Being with my friends</p> <p>PE and sport</p> <p>Art and science</p>	
What do you think is GOOD about your school?	<p>Teachers check you are OK. Teachers - help me- when stuck they help me. Sometimes work on my own.</p> <p>Displays help - nouns and verbs.</p> <p>I understand most things but if I get confused, I put my hand up and someone helps me.</p> <p>I like the computers maths games help us learn.</p>	

	We have counters and mats and the children describe their working walls and how they help along with topic vocabulary.
What do you find hard in lessons?	Spelling, maths, some English, reading, keeping up with classmates, speaking up in class.
What is difficult at playtimes?	Nothing, it's better now with the barriers, you don't get hit with balls and you can choose different games. You can have 3 courts so there's more choice. I like playtimes, sometimes it's a bit rough and sometimes it's cool.
What is difficult as you move around the school?	(the children couldn't think of anything)

The main priorities in the school's plan-see table on the next page

Continuation of good practice and first quality teaching.

Ingham Primary School Accessibility Plan 2018-2021

2A: Increasing the extent to which disabled pupils can participate in the school curriculum								
Year	Action and strategies	In-year Monitoring	Final Monitoring	Involved	Start	Finish	Evaluation / Success Criteria	Finances Resources
2021	Choices of games displayed for playtimes.	JP	JP and IT	Sports apprentice	Summer 2021	On going- updated termly.	Children feel happy at playtimes. Children engage in activities at playtimes. Children feel safe.	
2021	Work to be introduced in chunks for those who need it so that the work isn't overwhelming. Brain breaks or sensory circuits to help concentration.	JP	Senior leadership team	All staff	On going		Children do not feel that worksheets are too long. Children achieve success in their lessons and feel calm.	
2021	Continue to provide visual prompts or scaffolds in books, word mats and working walls for children to refer to. Development of use of Knowledge Organisers.	JP	Senior leadership team	All staff	On going		Evidence of support in books, displays and available resources. Children feel confident in accessing these. Children use knowledge organisers in	Parents workshop on Knowledge organisers

						school and at home.	
2021	Children to continue to be taught how to use manipulatives to aid concrete experiences in maths, these to be readily available. Parents to be informed of resources that can support their child at home.	JP	JP and SC	All staff	On going	Resources and ideas of support have been shared with parents. Children are observed using manipulatives in lessons to support their learning.	
2021	Continue to work on growth mindset to encourage resilience and self-confidence. Take part in Autism Awareness week, sharing information with pupils.	JP	Senior leadership team	All staff	On going	Children show more resilience and take on challenges. Activities are planned for and delivered each March for Autism Awareness week. These resources are referred to afterwards as follow up. Children show kindness to children's difficulties and understanding of difference.	

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Year	Action and strategies	In-year Monitoring	Final Monitoring	Involved	Start	Finish	Evaluation / Success Criteria	Finances Resources
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	Consideration of classroom layout to allow space between tables and pupils.	JP and IT	JP and IT	All staff	On going		Adults can get to the children easily to offer support.	
2021	Space for children to take part in sensory circuits or quiet space to calm down.	JP and IT	JP and IT		May 2021	On going	New room is complete and used to support pupils. Children feel that they have somewhere to go when they need quiet time.	Cost of new structures on the top playground.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Year	Action and strategies	In-year Monitoring	Final Monitoring	Involved	Start	Finish	Evaluation / Success Criteria	Finances Resources
2022	Visual reminders of learning to give children something to hook their knowledge on to eg. history chronology timeline and science topics.	JP	Senior leadership team	All staff	September 2021		Children and staff refer to displays. Children make connections between past and present learning.	
	Visual timetables in every classroom. Individual first, next and after cards where needed.	JP	JP	All teachers	Already established	On going	Children refer to the timetable rather than asking questions about what will come next.	
	Verbal explanations to individuals to	Senior leadership team	JP/IT	All staff	Already established	On going	Children are able to start a task immediately.	

	clarify they have understood the task and learning objective before they are expected to start an independent task. Pre teaching in group before where appropriate.							
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3: Making it happen

3A: Management

- The governing body will approve the plan once it is written and will review it yearly
- The SEN governor will monitor, alongside the SENCO and Head Teacher the implementation for the plan
- In March 2024 a new plan will be written after consultation with children and parents. Until then the present aims will be the focus of improvements

3B: Coordination

Please read the SEN Policy in conjunction with this plan.

The following policies will be reviewed and linked to the Access Plan:

- School Improvement Plan
- Professional Development Plan
- Asset Management Plan
- Health and Safety Procedures

3C: Implementation

See table above

3D: Getting hold of the school's plan

The plan can be accessed in several ways:

- A copy will be on the Web site with other school policies and documents
- The head teacher or SENCO can provide parents and visitors with a paper copy or in another format should they wish to.