

North Mundham Primary School 2017 – 2020

Accessibility Plan

North Mundham Primary School's Vision:

BELONG to the school family

BELIEVE that you can achieve

ACHIEVE your potential

Goals and Targets for Accessibility as revised in 2012 and updated outcomes 2017

Please note:

- **Following the review of the Accessibility Plan a number of new goals and targets were identified in 2012 for action 2013 – 2016. Please see Outcomes column.**
- **In February and March 2017 the Accessibility Working Party met to update the Accessibility Plan.**
- **The Plan will be updated every three years. Next Review will be March 2020.**

- **Relevant guidance from the government:**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

- **Guidance from the Equality and Human Rights Commission:**

https://www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.pdf

(1) Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

| Barrier to access | Strategy for removal | Timeframe 2013/16 | Outcomes 2013/16 | Actions 2017 - 2020 |
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| 1. Year 6 classroom has high hard ceiling making it acoustically difficult for HI pupils | Possibility of ceiling being faced with acoustic tiles to be investigated | Year 6 classroom ceiling to be considered for acoustic treatment in next minor works programme. | completed | Not applicable |
| 2. No quiet room for pupils with an autistic spectrum disorder needing time-out | Development of old library as small quiet room | | Area named 'Small Group Room' to be made available as needed | Small Group Room to be used as a teaching room September 2017 |
| 3. Forest School – wheelchair friendly path difficult to maintain. | Regular clearing of the 'Fuzzies' woodland area led by Chris Orchard. | To be cleared as regularly as possible, dependent on availability of support | Ongoing consideration | Investigate how other Forest Schools provide access for disabled children. |

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| 4. Support for visually impaired children to find their way around the building | Originally (2004) school had colour contrasting painted on steps to mobile classrooms. Internal doors were colour contrasted and this was a requirement for all decorating schemes. | School redecorated during this timeframe. | Ongoing consideration. School to be redecorated by 2020. | Colour contrasting to be re-painted on steps to mobile classrooms. 2017 Internal doors to be colour contrasted 2020. |
| 5. Access and safety on North Mundham Playing Field | No access issues. Fully supervised. | | | Headteacher to monitor and report back to governors. |
| 6. Physical access and safety re clubs | Ensure a wide range of clubs are provided, led by trained staff. | Continually change, update and review clubs offered. Termly | Wide range of activities offered to be inclusive of all. | Headteacher to monitor and report back to Governors |

(2) Increasing the extent to which disabled pupils can participate in the curriculum; improving the availability of accessible information to disabled pupils.

| Accessibility barrier/need | Strategy for removal /development | Timeframe 2013/16 | Outcomes 2013/16 | Actions 2017 - 2018 |
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| 1. Staff to have greater awareness of individual pupils' learning styles | Training for teachers and teaching assistants on individual learning styles and how these can best be | Was a major topic for the school's in-service training programme in 2007/2008 and is | Ongoing in-service training. All classrooms now have interactive white | On-going in-service training. Monitoring by SENDCo and Headteacher |

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| | accommodated in teaching and learning programmes | now incorporated in all in-service training. | boards. | Learning Walks by Governors to understand the policy. |
| 2. Provision for inclusion of pupils with an autistic spectrum disorder | Further training for all staff with specialist input for EP and Social Inclusion Team | Ongoing | In-service training re Social Stories, use of Visual Timetables, low level autism, Teachers and Teaching Assistants had training. | On-going in-service training SENDCo to monitor use of Visual Timetables. Learning Walks by Governors to understand the policy. |
| 3. Teaching assistants to be able to use ICT when supporting children with a disability | On-going training in the use of ICT with children with a disability | Revision of 'Clicker' programme to be topic in school's in-service training programme for TAs in 2012/2013. ICT training to be ongoing. | Revision of 'Clicker' programme completed ICT training on-going | ICT training on-going. SEND Governor to visit to view 'Clicker' programme and other ICT support for SEND children. |
| 4. Some pupils with a disability need more time when being assessed | School to apply for additional time allowances for written SATs papers | Ongoing | On-going | On-going |
| 5. Arrangements for school staff, | Regular parent drop-in sessions set up for parents | Ongoing | Parents know how to contact SENDCo and | System for contact with SENDCo / School |

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| including visiting health professionals, to be accessible to parents to enable difficulties and issues to be shared/discussed early | to meet with SENCO and school nurse | | when SENDCo is available to meet with them through information on school's website. Contracts for school nurses changed, drop-ins are not possible. New system – Headteacher phones school nurse/ Diabetes Team if meeting is needed. This would also be part of Early Help Plan if needed. | Nurse / Diabetes Team remains the same. Use of Early Help Plans. |
| 6. Supporting parenting skills | Parenting courses and coffee mornings/drop-in advice sessions to be set up | Arrangements to be set up in 2012/13 and then to be ongoing | Parenting support sessions on-going. Part of Early Help Plans when appropriate | Parenting support sessions on-going. Part of Early Help Plans when appropriate. |
| 7. Need to ensure curriculum and written materials reflect needs of children with a disability | Head teacher and SENCO to monitor school's response to disability issues in the curriculum and in written materials | Regular monitoring of curriculum materials now ongoing | Monitoring has taken place. | New monitoring timetable by Headteacher and SENDCo needs to be in place. Learning Walks by Governors to |

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| | | | | understand the policy. |
| 8. To improve the understanding of the needs of children with Attention Deficit and Hyperactivity Disorder (ADHD) | Headteacher and SENDCo to seek training for teachers and teaching assistants on strategies to support ADHD. | To be considered as next area for school training | Ongoing in-service training | In-service training by summer 2018 |
| 9. To further develop the expertise of staff re children with dyslexia. | Headteacher and SENDCo to seek training for teachers and teaching assistants on strategies to support dyslexia. | Ongoing | Ongoing in-service training. Revisited regularly with staff and SENDCo in staff meetings. | Participate in the Dyslexia Friendly School training. |
| 10. Access to the wider curriculum offered by school clubs. | Ensure a wide range of clubs are provided, led by trained staff | Continually change, update and review clubs offered for pupils with SEND. Termly. Questionnaire to children. | Wide range of activities offered to be inclusive of all. Monitor which children from SEND list attend clubs. | Headteacher/SENDCo to monitor which SEND children attend and if not why not and report back to Governors. |