



CYRIL JACKSON PRIMARY SCHOOL

ACCESSIBILITY POLICY

VISION:

Cyril Jackson is a safe and stimulating environment where children encounter challenging and creative learning experiences

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

STATEMENT OF AIMS:

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

School Accessibility Plan

Area A: Strategic direction, monitoring and evaluation				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
1. Governors review school culture, polices and practices by use of index for inclusion	Chair of governors	January 2016	Half termly meetings 20 hours per annum for admin support for surveys etc	Accessibility plan targets achieved Increased progress for all pupils using personal; targets Pupils with disabilities reach age appropriate levels.
2. Identified member of SLT to act as responsible person for day to day prevention of discriminations and ongoing advice to governors on discrimination	Headteacher	January 2016 ongoing	Staff time two days per term	Termly reports to governors on discrimination issues identified and action taken at school level Governors protected from liability for acts of discrimination Increased confidence/curriculum access for pupils with disabilities
3. Review school handbooks in relation to statements on disability discrimination policy and procedures.	Headteacher	January 2016 ongoing	Staff time 2 days per year	Governing body accepts amended policies as and when presented at main governor body meeting
4. Check disability Equality Scheme training for staff and governors	SENCO	Completed October 2014 Check review date.	Staff meeting Support staff meetings Governor meeting	Governors and staff aware of social model of responsibility and their responsibilities in line with present legislation.

5. Continue to map, cost and monitor all provision available within the school	SENCO DH	Termly pupil progress meetings	9 days a term	Provision to meet of all pupils clearly identified Improved pupil access to provision All provision rigorously monitored Provision evaluated Pupil progress accelerated School attainment targets met
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Area B: Improving access to the school curriculum for children with disabilities				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
To monitor disability access issues	Governor responsible for inclusion: Darren Millgate/Helen Taylor	January 2016 ongoing	One hour termly	Governing body aware of any issues and informed related to strategic planning
Phases groups audit inclusive classroom practice	Phases leaders	January 2016 ongoing	2 phases group meetings in each term	Reports to leadership team on barriers identified at school level Clear action and targets identified for whole school development Increased access and progress for potentially disadvantages groups and individuals.
Review pupil assessments and	Assessment	January	27 days a year	All teachers will use P scales

tracking procedures to ensure small steps in pupil progress are recognised across the curriculum	coordinator SENCO DH	2016 ongoing	(pupil progress meetings 3 days for follow up work	and PIVATS for assessments of relevant children Small steps recorded on PIVATS and ABLLS trackers More accurate picture of progress available for all stakeholders
Review medium term curriculum plans for each subject to ensure suitable challenge is used for diverse learning needs	Curriculum coordinator All subject leaders	January 2016 ongoing	12 days	Reduction of numbers of pupils who require something "additional to different from" regular provision Reduction of pupils identified as Special Needs Increased in lesson observations
Plan for wave two and wave 3 provision to be implemented throughout the school	DH SENCO AHT Provision Class teachers	Ongoing	Termly Pupil progress meetings	Increase school capacity to ensure curriculum entitled for all children
Review teaching and learning policy to ensure diverse learning needs and styles are taken into account in all subject areas and settings	SLT SENCO Curriculum co-ordinator AHT Provision	January 2016	SLT meetings	Quality of teaching And learning throughout the school is consistently good or outstanding

Area C: Improving access to the physical environment of school for pupils with physical disabilities				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
To continue to ensure coordinated development of access to school premises	Chair of premises HT DH	January 2016 ongoing	Termly premises meetings Staff and governor time	Targets identified for main governing to take action o within strategic plans Phased improvement in action to the school premises for school pupils and the local community
Phase audits to analyse relationship between physical environment and pupil behaviour and plan to take reasonable steps to improve conditions	Phases Leaders Premises committee	January 2016 ongoing	Phase group meetings LMT meetings Premise committee meetings	Improved environment for the management of pupil behaviour Improved pupil attitudes and behaviour strategic use of resources
To improve the management of behaviour and the use of space at break times	Senior midday meals supervisor DH	January 2016 ongoing	Redesigning use of play spaces and equipment as appropriate Training for MMS	Higher quality play spaces for all phases Improved management and behaviour in playground Improved pupil attitudes Reduction of playground incidents

Area D: Improving the delivery of information for pupils with disabilities				
Actions	Persons responsible	Timescale	Resources	Success criteria, impact on achievement
To develop the induction practises to support all new families	HSW Pastoral support admin	January 2016 ongoing	HSW time Pastoral support admin time	All new families receive home visits or an induction meeting
To develop the use of signing throughout the school as appropriate	AEN teachers SENCO	January 2016 ongoing	Training for staff	All contexts in school are supported with signing More children are able to successfully access provision
To ensure that all children are able to engage in receptive and expressive communication.	Class teachers Phase Leaders SENCO SLTs	January 2016 ongoing	Phase Leader monitoring time	Seating plans that take into account children's physical and emotional needs All staff implementing agreed practises.
To establish good whole school practise in the use of visual displays and resources to facilitate learning	SENCO Phase Leaders Class teachers	January 2016 ongoing	Phase Leader monitoring time	Use of visual timetables Use of yellow paper as appropriate Use of yellow backgrounds on interactive white board Appropriate key vocab display
To ensure important information is given presented in a range of formats	SLT Parent governors	ongoing		All parents are informed of events in their own language Parents have access to verbal information when appropriate

To plan and deliver workshops relating to transition	HSW Year 6 teachers SENCO SLTs	ongoing	HSW time	All parents have access to support and children are better through transition
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Review Date: January 2017