



Uplands Manor Primary School

1.0 Accessibility Plan 2018 - 2021

Approved by Governors: November 2018

Review period: 3 years

Next review: December 2021

Priority		Inclusion	<u>Success Criteria</u>	
Project Leader		Felicity Cave		
Aims/ Specific Activities	b) Resources	Impact/Milestones a) Monitoring	Review	
<p>1.1/1A:To develop vision and values that inform the accessibility plan</p> <p>Update our vision and values in the light of discussions with all stakeholders (including pupils, parents, staff and governors)</p> <p>To provide appropriate induction for all new staff and governors</p> <p>Ensure that all appropriate staff have appropriate disability awareness training</p> <p>To ensure that all children with SEND have full access to school activities/ visits</p>	<p>Continue to develop annually through consultation with identified stakeholders and all staff.</p> <p>SENCO to have 1-1 meetings with new staff/ governors</p> <p>Information about disability and SEND given to all staff</p> <p>SENCO to be undertake or approve risk assessments for SEN pupils to ensure full access to all school activities</p>	<p>SEN policy/ local offer reflects values and ethos of all stakeholders</p> <p>Notes are taken at meetings and shared with those involved.</p> <p>Meetings/ notes are shared and put in the provision plus folders</p> <p>Accessibility to all activities/ visits are monitored.</p>	<p>Inclusion team</p>	

<p>1.2/1B:To develop data and information to support the Accessibility Plan:-</p> <p>Ensure that data relating to SEND is up-to-date and accurate and regularly monitored, tracked and evaluated.</p> <p>Undertake audit of census data to check reliability</p> <p>To gather information from parents/ carers that would be useful in supporting children before starting at Uplands Manor</p> <p>New starters in the focus provision to have up to date speech and language data/ tests to ensure accurate support</p>	<p>Target tracker data is correct</p> <p>Headteacher/ deputy head/ SMT/year leaders/ focus provision manager/ Inclusion team/ Subject Coordinators as required.</p> <p>Data to be tracked half-termly.</p> <p>ASP, attendance data, Wellcomm data, phonics screen, information used to inform support through the provision map.</p> <p>Information from parents to be recorded by the SENCo.</p>	<p>Pupils progress can be analysed through the target tracker.</p> <p>Provision map is monitored on a termly basis. Pupils are tracked on their progress with interventions and this is recorded to inform future interventions.</p> <p>All interventions are baselined on some form of data</p> <p>Focus provision children are tracked by the SALT and SENCo.</p> <p>New starters are quickly set targets and progress tracked.</p>	<p>Inclusion team</p>
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<p>1.3/1C: Views of those consulted on the scheme</p> <p>Carry out specific consultations with pupils through questionnaires, parents/ carers, through IEP questionnaire/survey monkey and staff relating to the inclusion of SEND in relation to accessibility.</p> <p>Inclusion team to continue to review accessibility of all pupils in relation to their needs</p>	<p>Questionnaires/ survey monkey disseminated to the relevant groups and analysed.</p> <p>Access to interventions reviewed through the provision map with the inclusion team termly.</p>	<p>Views of different groups will have an impact on accessibility.</p> <p>Analysis of provision map/ IEP/ feedback from outside agencies will show improved access and impact of interventions</p>	<p>Inclusion team</p>
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<p>2.1/2A:To increase the extent to which disabled pupils can participate in the school curriculum</p> <p>Further development of the curriculum and strategies to increase access for pupils working substantially below expected levels. Develop understanding of differentiation.</p> <p>Further training for staff in how to use assessment to support the provision for SEND.</p> <p>Ensure that SEND are supplied with appropriate aids to allow for access to the school curriculum</p> <p>Ensure that maximum use is being made of ICT to maximise progress and opportunity for all</p> <p>Work with LA advisers, specialist teachers and local special schools to remove specific barriers for disabled pupils</p> <p>Ensure that all staff have an understanding of the '10 points of good communication' in relation to the development of speech and language skills</p> <p>Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.</p> <p>Review all out-of -school provision to ensure compliance with legislation</p>	<p>Monitoring by SLT/SMT through:</p> <p>Provision map Book trawls Monitoring of planning Lesson observations IEP/ annual review meetings Reading diary monitoring Home/ school communication books LA reviews on focus provision</p> <p>Data analysis by SMT</p> <p>Feedback from LA/ Special schools. Use of reports on children to support inclusion.</p> <p>Use of Sandwell to support ICT accessibility</p> <p>Manual handling training annually</p> <p>First aid training maintained</p> <p>MAPA training annually for positive holding</p> <p>Medical training when needed</p>	<p>The curriculum is adapted and differentiated to meet the needs of all children</p> <p>No incidence of discrimination. Positive pupil outcomes. -Activities conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>All staff are aware of the speech and language development and know the benefits of using the 10 points of good communication.</p> <p>All staff up-to-date with medical procedures in line with Statutory/LA guidelines</p> <p>All staff know how to support children who they work with/ support.</p>	<p>SLT/ SMT</p> <p>Inclusion team</p>
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<p>2.2/2B To improve the physical environment of the school</p> <p>Handrails for fire exits to have colour contrasts clear. Colour contrast on steps to be clear</p> <p>Signs to show where accessible entrances to the school are located. Signage to be maintained around the school</p> <p>Stairs from the main school area to the foundation stage area (reception) need to be made accessible.</p> <p>Wheelchair access to staffroom/ meeting room and other multi use rooms to be catered for if needed.</p> <p>The level egress out of the sandwich hall needs to be made flush with the ramp.</p> <p>In house trainers to provide training in manual handling</p> <p>Emergency procedures to be in place in case of a fire.</p> <p>Sensory room to be developed to meet the sensory needs of ASD children</p>	<p>Achieve by 2021.</p> <p>HT, Health and Safety and Finance Committee meetings determine spending plans; priorities and time frames for completion.</p> <p>Site managers to maintain contrasting colour</p> <p>New signs to be added when needed</p> <p>Ramp/ stairlift to be investigated</p> <p>Professional ramps to be accessible. Signage to show how it can be accessed and where it is.</p> <p>Site managers to review egress.</p> <p>In house trainers to provide training</p> <p>In house EVAC trainers to provide training</p> <p>Emergency evacuation plans to be shared with all staff</p> <p>Bids to be made for a refurbishment of the sensory room</p>	<p>Actions identified are delivered within the three year period identified.</p> <p>-Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils</p> <p>- Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment</p> <p>Monitor the physical environment termly</p> <p>Training to be monitored annually</p> <p>SENCO and Business manager to make bids and monitor use of the sensory room</p>	<p>Head teacher</p> <p>Site manager</p> <p>SENCO</p> <p>Health and safety committee</p> <p>Site walk to identify new developments</p> <p>Business manager</p>
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<p>2.3/2C Improving the delivery of written information</p> <p>Training for staff from the local authority in sharing written information in terms of form and content, considering Large print/ Audio format/ British Sign Language/ communication in print.</p> <p>Written material for pupils available in alternative formats</p> <p>Introduction of a visual timetable for all pupils</p> <p>Explore ICT solutions to information access with appropriate support services where relevant e.g. through pupil section of school website.</p> <p>Signs to be clear and helpful to all users.</p> <p>Emergency exit procedures reviewed for those with SEND.</p>	<p>Achieve by 2021</p> <p>Inclusion team</p> <p>Work with Inclusion Support: The Sensory Support Team (VI)/(HI).</p> <p>Time allocated to audit and plan – staff meeting time; consultation time and to train relevant staff.</p> <p>Signage outside and across the school to be investigated</p> <p>School website to be accessible</p>	<p>Signage will improve accessibility to school environment for all users.</p> <p>Monitored by the Head Teacher, SLT, Inclusion team and site manager</p>	<p>Head teacher</p> <p>Inclusion team</p>
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<p>3.1/3A Management, co-ordination and implementation</p> <p>Identify available funding streams to increase access</p> <p>Identify links with agencies to promote disability equality</p> <p>Implement effective monitoring and evaluation of the plan.</p>	<p>Annual feedback regarding progress SLT, governors and parents</p> <p>Specified time to achieve this</p>	<p>Improved outcomes for pupils and stakeholders</p> <p>Parental Question's and visitor feedback information.</p>	<p>Annually and in line with policy review</p>
<p>3.2/ 3B Making the scheme available</p> <p>Identify how to make plans and information for parents available in a variety of formats.</p> <p>Put into the local offer</p> <p>Publish on the school website</p>	<p>Paper and P/C time for those wishing for a hard copy. No other as document can be placed in electronic formats</p>	<p>Document is published on School Web Site.</p> <p>Document is available in hard copy on request.</p> <p>As part of on-going cycle of policy / scheme review.</p> <p>As part of the provision map</p>	<p>Annually as progress is monitored, and actions are identified for the next cycle of the scheme</p>

Please Note: This will run for 3 years (2018 - 2021) but its action plan will be reviewed and reported on annually. We will involve disabled people in the review.