

## Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

### Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

## Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		x
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?	x	
Are areas to which pupils should have access well lit?	x	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	x	
Is furniture and equipment selected, adjusted and located appropriately?	x	

## Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	x	
Do you have the facilities such as ICT to produce written information in different formats?	x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	

## Southbury Primary School ACCESSIBILITY PLAN 2017/8 – 2021

SCHOOL: \_\_\_\_\_ Southbury Primary School \_\_\_\_\_ Date: September 2017

Review Date: Annually in September – next review September 2019

### **Aims**

We are an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how Southbury Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures. Our accessibility plans are designed to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils
- Ensure disabled children or families are not at substantial disadvantage

With these aims in mind we are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

## Baseline Audit

### Curriculum:

- Information obtained on future pupils to facilitate advanced planning gathered by ensuring that a home visit is carried out on all future pupils as well as gathering information from previous placements – includes pupils entering the Foundation stage in Nursery or Reception.
- Well established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEN pupils given to relevant staff
- All SEN pupils have their own personalised learning plan (Pupil Passport) with pupils and parents involved in target setting
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher.
- Close working relationship[s] with external agencies established (e.g. EP CAMHS etc.)
- Speech and Language groups run by ELKLAN trained staff
- Reception Language and Social Skills groups (RIG)
- Core skills and Funky Fingers sessions for coordination development.
- SEN Friendly Classrooms with visual timetables
- Communication in print and Makaton signed environment in Reception/Nursery
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- KS1 Nurture group provision
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers).
- Differentiated curriculum to enable all pupils to feel secure and make progress.
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Toilet training.
- Communication passports.
- Happy Eaters table in the lunch hall for children with additional needs around food

### Physical Environment:

Each playground is accessible for wheelchairs

Ramps allow wheelchair access from playgrounds into the Junior corridor and admin block - Infant building is accessible

Disabled toilet with shower room and provision for nappy changing.

Corridor lighting to support visual impairment

The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### Other facilities / provision, including access to information

'Can do' ethos and positive approach.

Open door policy

Health care plans

Lunchtime club

Many staff are Epipen / Buccolium trained

Teaching staff experienced and trained to support children with ASC/D.

All staff trained on personalised learning

Staff training led by SENCo, includes training for trainee teachers and support staff  
Referrals to Cheviots joint service for disabled children.  
DAZU Young Carer's counselling subject to referral and availability.  
Letters available at request in large print.  
SEN Parents coffee mornings termly

**Provision of information to pupils with a disability:**

This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.

The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.

Parents of children with Education Health and Care Plans/Special Educational Need due to attend Southbury are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for.

## Targets and outcomes

**During the academic years 2017/8 - 2021 we intend to:**

### Strand 1

#### **Increasing access for disabled pupils to the curriculum**

- Working closely with parents and pupils to identify barriers to learning.
- Providing information/access to resources for new staff re inclusive practice in classroom organisation, teaching and learning strategies
- Continuing to support communication friendly classrooms
- Investment in TA training cycle to continue to raise the awareness of equality issues
- Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.
- Carrying out curriculum questionnaires with staff e.g. PE coaches to review patterns of participation across the curriculum.
- Analysing extended school provision to ensure participation for children with SEND.
- Ensuring that all staff are provided with training on disability issues.
- Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.
- Improve Parent Voice by establishing a termly SEN Parent coffee morning and survey

### Strand 2

#### **Improving access to the physical environment**

- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

### Strand 3

#### **Improving the delivery of written information to disabled pupils**

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats
- Audit teaching materials, text books and other information in alternative formats
- Surveying pupils with SEND to ensure coverage of their preferred format
- The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process.

## **Monitoring and Evaluation**

Analysis of progress and attainment data

Feedback from parents and health professionals regarding specific children

SIP and self-evaluation scrutiny

Review progress annually

<b>ACCESSIBILITY PLAN STRAND 1</b>	<b>INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM</b> Green Highlight shows when this has been achieved, yellow means it is partially complete or ongoing and red means that further urgent action is needed in this area
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TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To increase the awareness of staff of equality issues and to ensure that all staff are provided with training on disability issues.	Investment in TA training cycle to continue to raise the awareness of equality issues (half-termly)	SLT	All staff will feel confident in their knowledge of equality issues and will feel able to promote equality and staff training is undertaken and feedback from staff training reflects increased knowledge of strategies	By July 2018  By Easter 2018
	Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.	Asst. Head Inclusion	Observation data is shared and fed into PPMs	By December 2017 + Ongoing
	AHT/SLT to carry out lesson observations focusing on staff	Asst. Head Inclusion and SLT	All staff are aware of where they are able to	By Oct 2017 + ongoing

<p>To improve explicit tracking of SEN achievement and feeding back to teachers</p>	<p>meeting needs of disabled pupils.</p> <p>To include in SEN area on shared network a range of strategies to support pupils with a variety of needs e.g. dyslexia, ADHD, speech and language difficulties, etc.</p> <p>Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.</p>	<p>Asst. Head Inclusion</p> <p>Asst. Head Inclusion</p>	<p>access additional information to support their pupils effectively.</p> <p>New Achievement tracker established and placed on shared drive for easy access by teachers. Class provision maps updated half-termly and scrutinised by SENCO</p> <p>Questionnaires/surveys show that children with SEN are well-represented in after-school provision and in internal groups/clubs</p>	<p>By Dec 2017</p> <p>By Oct 2017 + ongoing</p>
<p>To review patterns of participation for children with SEND</p>	<p>Carrying out curriculum questionnaires with staff e.g. PE coaches to review patterns of participation across the curriculum. Analysing extended school provision to ensure participation</p>	<p>Inclusion Team/SLT</p>	<p>Analysis shows that all clubs etc. are accessible and have a full range of different groups of children</p>	<p>By July 2018</p>



<p>To improve Parent Voice for parents of children with SEN by establishing a termly SEN Parent coffee morning and survey</p> <p>For pupil voice to be evident.</p> <p>..</p>	<p>for children with SEND.</p> <p>Establish and run regular SEN coffee mornings</p> <p>To include all pupils with a disability has a voice through the termly reviews of Pupil Passports</p> <p>To use a 'talking mat' to enable all pupils to participate</p> <p>For all pupils with a disability to have a transition passport when they move to a new class.</p>	<p>Asst Head Inclusion</p> <p>SLT/ All staff</p>	<p>Survey results are collated and interrogated. Coffee morning take up increases each time</p> <p>Pupils with disabilities feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with pupils, families and relevant staff.</p>	<p>Easter 2018</p> <p>Termly reviews Sept 2017 + ongoing</p>
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<b>ACCESSIBILITY PLAN</b>	<b>IMPROVING THE PHYSICAL ENVIRONMENT</b>
<b>STRAND 2</b>	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Highlighting accessibility to staff purchasing decisions and refurbishment	Lead staff training on this issue during Inclusion staff meetings	Asst Head Inclusion	Staff know where and how to access resources that will help particular children – e.g. coloured paper for pupils with visual stress	By Sept 2017
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.	Premises staff and SLT	For all pupils and staff to be able to move around outside the building easily and safely	By Easter 2018
	Headteacher (SLT) and governors along with premises staff to walk around the school site to see how it would look like to a visitor / new parent arriving on site.	SLT and governors and premises staff	Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	By July 2018
	Look at improving signage for different year groups collection points (including arrows to show direction or other visual pictorial aides.		Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	By Easter 2019

<b>ACCESSIBILITY PLAN</b>	<b>IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS</b>
<b>STRAND 3</b>	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
<p>Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats</p> <p>The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process.</p>	<p>Audit teaching materials, text books and other information in alternative formats</p>	<p>SLT</p>	<p>Different, preferred formats will be made available according to need</p>	<p>By Dec 2017</p>
	<p>Surveying pupils with SEND to ensure coverage of their preferred format</p>	<p>Asst Head Inclusion</p>	<p>Information is accessible to all</p>	<p>July 2018</p>
	<p>SEN Governor and SENCO (Asst Head Inclusion) will update this audit of accessibility annually</p>	<p>SEN Governor and Asst Head Inclusion</p>	<p>Accessibility plan is regularly reviewed and updated</p>	<p>July 2018</p>

