



Bolton-on-Swale St Mary's CE Aided Primary School

Accessibility Action Plan 2019 – 2023

This plan is annually monitored by the Headteacher, SENDCo and SEND link governor – review due September 2020

Purpose of Action Plan

This plan shows how Bolton-on-Swale St Mary's CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Refer also to our Single Equality Policy also.

1. Increase the extent to which disabled pupils, staff, parents/carers and visitors can participate in the school curriculum through improving access to all curriculum areas.

Success criteria:

- Raised confidence of all staff in strategies for differentiation and increased pupil participation.
- All staff aware of individual pupils' access needs.
- All children in school able to access all school trips and take part in range of extra-curricular activities.
- All children able to access PE and disabled children more able to excel in sports.
- Gradual introduction of disability issues into all curriculum areas.

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
Increase confidence of all staff in differentiating the curriculum for specific disability needs Undertake audit of staff training needs on curriculum access to meet needs of specific pupils Ensure staff training is in place to meet disability needs	Headteacher/ SENDCo	Spring 2019	Ongoing	Staff meeting time; training time and costs as required	SEND Governor and HT	Training already in place for Dyslexia, Medical needs as appropriate for current pupils, RPI, Speech and Language and Social Interaction

Ensure planning and risk assessments for trips take into account reasonable adjustments needed for disabled pupils to access the visit	Headteacher/ SENDCo/All staff	Ongoing	Ongoing	Non contact time to plan visits	SEND Governor and HT	Procedures already in place to meet a range of current medial/disability needs on visits
Review PE Curriculum to make PE accessible to all. Gather information on accessible PE and Disability Sports Review PE curriculum to include disability sports	PE Subject leader	Ongoing	Ongoing	Subject leader time and support	SEND Governor and HT	Further develop games introduced for Paralympics 2012 and awareness raised with key sports personalities. Resources purchased and training received for sit down volley ball
Review all curriculum areas to include disability issues. Include specific reference to disability equality in all curriculum reviews. Develop Personal, Social, Health and Citizenship Education (PSHCE) curriculum and resources to address disability equality issues	Headteacher/ Subject leaders PSHCE Coordinator	ongoing	Ongoing	Subject leader time and support	SEND Governor PSHCE and HT	Awareness already permeates all areas of the curriculum; reflected in reading books and library resources.

2. Improve the environment of the school to increase the extent to which disabled pupils, staff, parents/carers and visitors can take advantage of education and associated services.

Success criteria:

- The physical environment of the school both inside and outside takes into account reasonable adjustments to improve accessibility as appropriate for individual pupil needs

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
To review regularly the needs of all to ensure the environment meets their needs Liaise with other agencies and providers as children plan to enter school	SENDCo	Ongoing	Ongoing	SENCo time. Possible equipment/adaptation costs	SEND Governor and HT	Disabled pupils needs are currently being met in school. Continue to plan and monitor for KS2 also.

3. Improve the delivery to disabled pupils, staff, parents/carers and visitors of information which is provided in writing for pupils who are not disabled

Success criteria:

-All reasonable adjustments are in place to support pupils when accessing the written word

-All staff are aware of how to make these adjustments and ensure they are in place

Actions to achieve the success criteria	Persons responsible for delivering the action	Start date	Finish date	Costs borne by the school	Monitoring Person and Method	Notes on progress
To ensure the school is dyslexia friendly for all; display materials, font used, coloured paper, PowerPoint design, coloured overlays, use of IT resources, information for parents and carers	SENDCo/Class Teacher	Ongoing	Ongoing	Purchase of dyslexia friendly resources. Ipads purchased Sept 19 to use Lexia and other apps for dyslexia support	SEND Governor and HT	All staff initially trained for dyslexia in January 2014; resources in place and in use. Training for all staff is regularly updated. Spring 2019 updated dyslexia training for SEND and English subject leader course attended. Oct 19 Liaison with feeder secondary school for use of IT/Lexia support for dyslexic pupils in Y5/6. Involved parents, Class Teacher, SENDCo and Secondary EMS staff.
Reading Intervention training for relevant staff	SENDCo	Oct 19	Dec 19	Cost of training. 3 days HLTA cover.	SEND Governor and HDT	Training booked for KS1 HLTA to attend Autumn 19.

