Gladstone Road Primary School: Accessibility Planning 2020/21

Intent:

At Gladstone Road Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, sensory, social, spiritual, emotional and cultural needs. We recognise that inclusion is a process and not a fixed ideal, therefore we seek to ensure that we are constantly reflecting and reviewing our systems and provision so that those with additional needs are better included within our school community.

What does inclusion look like in our school?

Inclusion is not only demonstrated in performance data, but also in the ethos of our school and our relentless drive to find effective ways to support pupils who may have experienced previous difficulties. Inclusion is not about treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs. We do not take educational inclusion for granted but constantly monitor and evaluate the progress each pupil makes through a variety of measures. For example by using class provision maps for any child a teacher has identified as being vulnerable, we can identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. We take practical steps – in the classroom and beyond – to meet pupils' needs effectively. This may be by altering the curriculum offer for a child, providing a breakout space, meeting frequently with the family or helping with personal care and toileting needs. We believe that despite the size of our school our strength is the way in which we seek to personalise provision where needed.

Legalities:

The disability discrimination act 1995, as amended by the SEN and Disability Act 2001 (SENDA) places a legal requirement on all schools to increase accessibility for disabled pupils. It is a requirement under the equality act 2010 for schools to have an accessibility plan.

The equality act 2010 and discrimination act 1995 generally defines a disabled person as someone who has a mental or physical impairment that has substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

Aims of the plan:

- Ensure equality of access to the curriculum for all pupils
- Improve and maintain access to the physical environment
- Improve the delivery of information to stakeholders

Monitoring:

Monitoring is carried out by the senior leadership team and findings are reported to governors.

The plan is available for all stakeholders and on the school website.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
Ensure equality of access to the curriculum	All teachers use class provision maps to better understand and plan for the needs of the children in their class. The school employs additional adults so the ratio of adults to children is high. A wide range of clubs and enrichment activities are available therefore increasing cultural capital. For children with ASD or rigid behaviours school is flexible with the approach to curriculum design. Simple adjustments are routinely made such as coloured paper and filters, use of ICT and visual supports.	All children will be engaged in their learning All pupils will make progress in their learning. This will be demonstrated in their books and in data. Pupils will all experience a sense of success and be able to articulate this. Where pupils have significant needs they learn alongside their peers for the majority of the day.	Teachers will use assessment to plan lessons and ensure that children start a lesson with something they know and understand (build on prior knowledge). Teacher talk time will be reduced and pupils will experience a greater amount of active learning time with concrete learning experiences. Whatever their starting points, pupils will be encouraged to articulate their targets and how to meet them. Parents will be aware of children's targets and share in children's success.	SLT	2020/21 2020/21 2020/21 2020/21	Pupils with additional needs will demonstrate higher levels of confidence in lessons. There will be consistent strategies and approaches to meeting the needs of all children throughout school. All children will make measurable progress in their learning. All children will show measurable (case studies, observation etc)

	Adjustments are made to support children access trips. Children with toileting needs have are well supported. Children with additional needs are included within extra-curricular activities including residential school trips.		As far as possible pupils will not be reliant on adult support to access their learning because provision meets their needs.		2020/21	levels of independence as they go through school.
To understand, acknowledge and address differences between groups of pupils in terms of achievement.	Pupils with English as an additional language (EAL) make good progress. Attainment and achievement for children in receipt of pupil premium funding are tracked carefully and a plan is in place to raise standards further. http://gladstoneroadschools.co.uk/school-info/pupil-premium-funding/	There is a greater level of understanding as to why there is such a incongruity between the frequency of girls to boys who are identified as having SEND. School leaders can say why there is possible gender inequality in SEND identification and what is being done to address the issue.	SENCo to analyse the provision mapping which is in place, make observations and research possible reasons. Once any possible patterns and reasons have been established then actions to be planned (SEND action plan) and impact measured.	SENCo	2020/21	Possible reduction in the number of boys identified as having SEND a result of improved provision or teaching and learning strategies.
Improve and maintain access to the physical environment	The school is accessible both entrances. Despite being an old building, space is well used. Where appropriate, steps are highlighted in yellow paint. Hearing induction loops are	Corridors are routinely inspected and kept clear. Provision is in place for personal care and toileting; facilities are adequately resourced.	Funding is being sought to improve toileting facilities through the LEA. An audit and action plan	LEA, Business manager and governors SENCo	2020/21 2020/21	Pupils with sensory needs are calmer and are able to access school with minimal stress. Pupils with toileting and personal care needs are cared for in clean and

	fitted for year 6 classrooms.	The needs of those with sensory needs are considered and the school is regarded as 'communication friendly'.	based on Autism friendly guidelines to be carried out.			purposeful conditions.
Improve the delivery of information to the stakeholders	The school website is up to date and effective Parents are informed using website, letters and twitter. School invests in a signing interpreter for parents with deafness in order for them to access review meetings.	To continue to develop the communication within the school; with professional community and stakeholders. To provide more effective communication for new families with no English.	Parent drop in sessions to be introduced to encourage more effective relationships between school and parents. Put together a visual pack for new families which explains essential information.	SENCo and EAL lead AH's	2020/21	There is a greater level of parental involvement in school from a cross section of the community.