



St Gregory's Primary School.

ACCESSIBILITY POLICY

Accessibility Plan 2016-2019	Area Accessibility Aspect : curriculum	Overall Target: To improve curriculum inclusion for all SEND pupils.
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Current Situation/Critical Analysis	Supporting Evidence	Required Changes
<p>St Gregory's have children who require individual support and guidance in their learning.</p> <p>Children with SEN make excellent progress.</p>	<p>SATS Optional SATS Pips Self evaluation Observation Staff discussion LSIP Raise on Line</p>	<p>Continue with 1:1 support to work on specialist materials and seek advice from specialist when required. Training for staff including TA's on working with specific children on-going.</p> <p>Curriculum developments to a more creative/enhance approach to engage all learners in all subjects</p> <p>Continue to focus on groups of children. Staff aware of how to maximise the impact of support. Staff confident in providing appropriate curriculum.</p> <p>Better use of data to inform teaching and learning for these children.</p>

Actions including staff training	Key Personnel	Time scale	Costs £	Funding source	Success Criteria/intended Outcomes	Progress
<p>Continue with 1:1 support to work on specialist materials and seek advice from specialist when required. Training for staff including TA's on working with specific children on-going.</p>	SENCO	On-going	£2000	Bought in services	Continued support for our children.	
Skills based curriculum developments aimed at engagement of all learners in all subjects.	HT/Curriculum leader	Summer 2017 onwards	£50 course	CPD	Better understanding of the skills progressions within the curriculum.	
Continue to focus on groups of children. Staff aware of how to maximise the impact of support. Staff confident in providing appropriate curriculum.	HT/DHT/KS Leaders	On-going	Reviewed continually		All children achieving.	
Better use of data to inform teaching and learning for these children.	HT/DHT/KS Leaders	Summer 2017 onwards	Reviewed continually		All children achieving their potential.	

Procedures for Monitoring Actions	Procedures for Evaluating Impact
Observation Pupil interviews Informal discussion Assessment of progress	Evaluating progress of groups Evaluating progress of 1:1 support and interventions Evaluating staff knowledge and confidence

Intended Impact (see overall target)
To improve curriculum inclusion for all SEND pupils.

Accessibility Plan 2016-2019	Area Accessibility Aspect : Physical environment	Overall Target : To improve accessibility to the physical environment of the school for disabled pupils and parents and children and young people with visual impairments.
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Current Situation/Critical Analysis	Supporting Evidence	Required Changes				
<p>Access to /from and around the school for the wheelchair user is much improved.</p> <p>Existing interactive whiteboards are becoming un-useable due to their positioning and lifespan.</p>	<p>Observation School layout</p> <p>Observation Pupil and teacher reports.</p>	<p>Continually develop the school with access at the forefront of developments.</p> <p>To improve accessibility to the physical environment of the school for children with/without visual impairments by upgrading our interactive whiteboards.</p>				
Actions including staff training	Key Personnel	Time scale	Costs £	Funding source	Success Criteria/intended Outcomes	Progress
Future works to focus on access arrangements from the beginning of the planning process.	HT	Summer 2016 onwards	Approx. £10,000	LCVAP	School building to be as accessible as possible.	
To improve accessibility to the physical environment of the school for children with/without visual impairments by upgrading our interactive whiteboards.	HT	Summer 2017 onwards	Approx. 12,000	Budget DFC grant	All whiteboards replaced and upgraded so all children can see accurately.	

Procedures for Monitoring Actions	Procedures for Evaluating Impact
Advice from property consultant School advisors visits	Feedback for children and parents who visit the school.
Intended Impact (see overall target)	
Improved accessibility to the physical environment of the school for disabled pupils and parents, and children and young people.	

Accessibility Plan 2016 -2019	Area Accessibility Aspect : Information	Overall target : To increase awareness of the importance of accessible information for children with disabilities and their parents. To ensure children with disabilities and their families have access to information about events and support.					
Current Situation/Critical Analysis	Supporting Evidence	Required Changes					
Actions including staff training		Key personnel	Time scale	Costs £	Funding source	Success Criteria/intended Outcomes	Progress
<ul style="list-style-type: none"> • Audit of need for accessible information, including the views of children and young people with disabilities and their parents. • Meet identified needs from within school resources and seek local authority advice and guidance if needed. 		SENCO SENCO	Ongoing	-	-	Delivery of information to children and young people with disabilities and their parents improved.	
Meet with extended services to find out about support and events in the local area for disabled pupils and parents. Collate together all information about events and support (in the local community)and include on school website, newsletters, personal letters and share in 1;1 parent discussions.		SENCO	Ongoing			Children and families have access to information about support not just in school but also in the local community.	

Intended Impact (see overall target)
<p>To increase awareness of the importance of accessible information for children with disabilities and their parents.</p> <p>To ensure children with disabilities and their families have access to information about events and support.</p>