Rakegate Primary School

Accessibility Plan

Three Year Overview 2019 - 2022

Priority No Aim: 2A Increasing the extent to which disabled (and SEND) pupils can participate in the school curriculum

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
To ensure that SEND Support pupils and other children who need it have sufficient interesting and appealing resources to aid their learning to read.	SH / NK / LM to continue to monitor RWI and RWI strategies across YR, KS1, Y3 and other children who need it.	All staff LM – assess children and create progress grid. SM, HT and LR to analyse attainment and progress of reading. All staff	LM – non contact time. SLT Monitoring time	RWI lessons are delivered effectively. Children will learn to read more quickly and confidently. (Nursery children begin to acquire sounds) (Reception children will learn to blend more quickly) (Y1 Phonics check score will be continue to be in line with National Average or higher)	Sep '19 onwards
	SH, LM and NK to continue to monitor resources for RWI. NK to monitor availability, use and effectiveness of resources in SEND room. NK to remind staff and (inform new members of staff) of games and resources. Continue with Gemex	NK	LM / NK Existing resources. New purchases.	RWI lessons are well resourced and children will learn sounds more quickly. Rate of progress in reading. Reading and phonic games are used effectively.	Sep '19 onwards

	exercises from previous years.	All staff _ bringing to attention individual children	Existing resources. New purchases when needed from SEND budget.	Individual children's needs are met so that they are fully prepared to work and given every opportunity to reach their full potential	On-going When needed
To ensure that all learning styles are catered for in delivery of lessons and that we are continuing to adopt a multisensory approach to learning.	NK - Reminders of list of simple exercises taught initially. Reminders of the different exercises to do at beginning of lessons and as mini plenaries. Gemex posters to be displayed in the classrooms. Learning walks to ensure displayed. Observations to ensure use.	All staff leading the lesson	SENDCo time Gemex resources	Children will be more ready and settled when they begin work. Kinaesthetic learners will access more of the curriculum.	On-going
	NK – 'Cool Kids' exercise programme with specific YR children.	YR - Sports Coaches		Children will have more developed co-ordination, better posture and more confidence.	
	SH / NK – monitor planning of all Year groups' SEND children to ensure a multisensory approach is being carried out, planning is matched to work in books, children receive differentiated Success Criteria if appropriate, have work matched to their level of ability and targets are	LR, HT, NK, MC, CH All staff		Teacher's planning is differentiated for groups and individuals to ensure all pupils have access to a curriculum which they can take part in and achieve their full potential. Targets are challenging but achievable.	On a rolling programme each term

	highlighted.				
To ensure good behaviour throughout the school. To make reasonable adjustments where needed for individual children	SH Behaviour issues. Behaviour charts, awards systems, Assertive Discipline policy – staged system throughout KS 1 and 2 Modified timetables. Other children trained to ignore. Use of Learning Mentor – intervention groups, work with individuals, assistance with individuals when needed.	NK SM HT HM		Children are able to understand boundaries, express feelings and emotions and therefore settle more quickly back to work. Recorded incidents will continue to decline. Children with specific difficulties will be supported.	On-going
To ensure that all children are catered for in delivery of lessons to ensure progress in all areas of learning.	Language difficulties Visual timetable Weekly and monthly timetables Now and next boards Use of 'sign language' Speech and Language Therapy Key rings with signs Makaton	All staff		Children have more access to the verbal curriculum.	on-going
	NK Dyspraxia and related problems Keep updated with 'Cool Kids' training. 'Cool Kids' in YR 'Dough Disco' in FS Squiggle whilst you Wiggle in	All staff		Children will become more dextrous and comfortable with their proprioception.	on-going

	FS. Games to help with spatial awareness and planning strategies. Fine motor intervention groups Links with and advice from OT. <u>Children with MD</u> Transfers Mobility Support from Penn Hall Support from Occupational Therapy Support from Physiotherapy Adapted PE lessons Cool Kids Standing frame Tilt table Splints Rabbit Slanting desktops Table raisers Computer aids Buddysystem Areas of playground Use of disabled toilet Hoist Transfer boards Rise and fall bed Seating arrangements Heathfield chair Long seating chairs Risk assessment and	 SH NK All staff		 Children are supported where needed Every child can achieve their potential	 On-going

	alternative arrangements for new activities, school visits. <u>NK - Children with ASD</u> Modified timetable Visual timetable Weekly and monthly timetables Now and next boards Key rings with signs Support from Tettenhall Wood Support from Westcroft Makaton training • Bespoke introduction to all staff • Accredited 2 day course for NY	LR, MH			on-going
To ensure that ICT hardware and software are appropriate in supporting all children's needs.	SH MP Interactive whiteboards in each classroom. Concept keyboards for individuals who need them. Neo Ipads Laptops Apps	All staff ICT technician		Every child has access to a 'Smart board' Every child has access to computer hardware and software that will help their skills in other areas and so help them achieve their full potential. Children will have the opportunity to complete work on laptops and I pads.	on-going

To ensure that all visits are made accessible to all pupils.	SH Class teachers - Risk assessments of sites carried out. Pre-visit assessment by staff involved. Use of The Green Bus Company for wheelchair access. Reasonable adjustments made if necessary. (eg Westcroft schools partnership for Kingswood)	EVCs - HT, NK, MC, SG All staff		All children will be able to access all visits that their peers go on.	Sep '19 onwards
To ensure that all children have access to all areas of our school curriculum	Subject Co-ordinators – some newly appointed. Rolling programme of monitoring and evaluating own subject. Subject plans. Appraisal targets. SLT – book trawls and monitoring of planning. SLT to ensure all children have the correct PE kit at the correct time.	All staff All staff	SLT	Subject co-ordinators aware of exactly what is taught and how it is taught so that assessments can be made and any changes or adjustments follow.	Rolling programme of observation, evaluation and monitoring – Lit, Math, Sci, SEND in particular.
To ensure high expectations of all pupils	SH Scrutiny of lesson plans, Tiered Success Criteria so that children decide their outcome. No ceiling on individuals' expectations. Teaching and evidence of Mastery.	LR, HT, NK, MC, SG' CH, AP All staff	SLT time Subject Leaders time SLT time	The G & T register is updated Staff plan differentiated work for the higher ability and within the higher attaining children. A % of children achieve levels above their Age Related Expectations.	On-going

	Children taught as mixed ability groups where appropriate to aid aspiration. Designated monitoring time by SLT for book trawls and planning scrutiny. Matching ARE targets to work, ensuring differentiation and challenge for G and T. Ensuring children are aware of their levels, targets and Success Criteria. Continue to teach reasoning in all Maths lessons. Use of objectives from different year groups.		SENDCo time	SEN and EAL are planned for and highlighted on lesson plans. These children make good progress on trackers.	
	TA's - Intervention groups for various levels. T's and TA's to tackle misconceptions as intervention before next learning.	Teaching Assistants All staff		SEND children will make good progress.	Sep'19 and on going
	NK – ensure the SEND children are suitably planned for - differentiated lessons with clear and challenging success criteria. (Tiered SC) Observations of delivery and expectations. Monitoring / support on rolling programme. Evaluation of intervention. Support for TA's and class teachers, individually or as workshops.			SEND children will make good progress. Children receive the right intervention at the right time and therefore make progress. Provision Mapping and management will be robust, clear and accessible to all.	Sep'19 and on going Each term Termly

	NK to deliver lessons to certain groups of children as intervention strategies. NK to teach Literacy support groups for SEND or targeted children in Y1 and 2 (2019-20). One to one work with individuals.	Teaching Assistants		Children receive the right intervention at the right time and therefore make progress.	Sep'19 and each term
	Work with EAL children according to Steps when needed. Work with Speech and Language according to Elklan training.	AP		EAL children will be assessed on entry, supported and make good progress. Speech and Language targets are supported through school intervention and children make good progress.	Sep'19 and when needed.
To ensure SEND children are making progress in line with National. To ensure progress af all pupils.	SH, LR, HT, NK, – analysis of end of KS results to compare progress of SEND children with other children. NK also tracks individual SEND children to ensure progress. Children who scored ELG 2 tracked to ensure they achieve Ex Standard at KS1 Sats.	Y2 staff All staff		SEND children make good progress. Early intervention and continuous provision works. Children make expected progress in line with national Average.	Jun '20 and subsequent years.
	SH, LR, HT, with all staff analyse progress of children at the end of each term and highlight individuals and	NK All staff Pupil progess meetings		Pupil Progress analysis identifies accurate needs. Correct intervention is put in place to narrow gaps and	Sep'19 and on going

	groups of children who are not making required progress. Provision mapping adapted and revised from this information. Use of time, resources including T and TA's			support children. Provision mapping reflects the needs of the children and has impact.	
To ensure that targets for children are realistic, achievable yet challenging.	NK - Monitor SEND Support Plan targets to ensure SMART but challenging. NK write plans for children with EHCP's and children worked with. Write plans for NQT's – sharing ideas and advising on targets.	All staff		SEND Support Plans will be achievable but challenging and Reviews will show good progress.	Sep'19 and on going each term. When required.
To continue our clear assessment of children according to ARE's.	SH - SEND children are set challenging long term targets based on FFT and Progression guidance. NK – To complete challenging targets for SEND pupils All staff – termly assessment of children in all Reading, Writing and Maths.	SLT All staff		SEND children will have challenging outcomes. Record keeping and assessment will be a tool whereby we ensure that the children are making sufficient progress. It will be used to identify any children or groups of children who are low attainers and / or are not making sufficient progress.	Sep'19 and on going.

To draw on expertise of external partners	NK SH – Discussions and appointments with Educational Psychologist, Specialist teachers, Special Needs Team, Speech and language, SIS, Education Welfare Officer, Penn Hall Outreach, Penn Fields Outreach, Tettenhall Wood Outreach, Westcroft Outreach, Occupational Therapy, Physiotherapy, Early Years Special Needs, Paediatricians, CAMHS (Child & Adolescent Mental Health Service), Child Protection Advisors, School nurse, Counselling and Behaviour Support service, SHINE, Social Workers, MASH, Family Support Workers, Wolverhampton Information, Advice and Support Service, Accord.	All staff Appropriate staff when needed. HM		Children are assessed and catered for sufficiently	

Monitoring and Evaluation

Key monitor	Monitoring Strategy	Date	Evaluation	Date Reported to Governors

Review

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Priority No Aim: 2B Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
To ensure every child has access to every part of the building that they need to	SH Our purpose built school building provides us with many features which aid the accessibility for all: Automatic doors at entrance to building Disabled toilets for pupils and visitors Changing facilities Disabled parking facilities Low level kerbs on pathway No steps Hearing loop system at entrance Large scale copying Tactile signage Hand rails in toilet Non-slip floor coverings Wide corridors Double fire doors Hoist Rise and fall bed Variety of entrances Security fencing	LA	Cost of new building. Maintenance costs.	Disabled children and adults have access to all parts of the building. Improved access means more independence	On-going

To ensure that all parents' and visitors' needs and requests are taken into consideration after consultation with them.	SH Parents questionnaire given regularly. Results collated. % and results fed back to parents and governors. Advice about ways in which to improve their children's school is sought. NK gives out SEND questionnaire. Slips filled in after Family mornings. Parents invited to termly workshops about curriculum areas and invited to look around classrooms. Home /School agreement. Parents' Forum.	SLT NK All staff		Parents are asked their views and their wishes are taken into account. All visitors have their wishes and rights respected and all have safe access to parts of the building they need to.	Sep '19 onwards. Termly.
To ensure every child has access to every part of the curriculum through any physical adjustments that they need to	SH / NK Adjustments made and equipment purchased for individuals Phy – rails put in for toilet Sitting chair New chair Links with Penn Hall, Occupational Therapy Physiotherapy step for sitting at table Table leg raisers Hoist for when toileting Use of tilt table		School budget	Disabled children have equipment they need in an environment suited to their learning needs.	Sep '19 and On - going

	Lower coat peg Use of rise and fall mobile table Hoist Standing table Etac Use of TA time for toileting Buddy system Physiotherapy Occupational therapy Speech and Language Catheterisation Massage for bowel evacuation Use of rise and fall table Adaptations for PE Transfers Supporting in work due to Hydrocephalus Fine motor skills Slanting desktop Use of laptop for writing HI – Hearing aids Receiver for staff Seating Support from SIS Roger Acoustic environment Loop				

	VI - Lighting Non-slip floor coverings Wide corridors Colour contrast painting				
To continue to improve behaviour on playground. To ensure all children are enjoying playtime.	SH Use of playground toys and games Toys for KS 1 playground. Use of toys and games for KS2 and rota for climbing equipment and slide. Areas of playground cordoned off for different activities. Quiet areas. Opportunity for children to come in from the playground to calm down before a situation arises. Peer supporters Play Leaders	Dining supervisors HM	Cost of equipment.	KS1 children will be focussed on a task and therefore behaviour will improve. KS2 children will earn their time with the toys and be engaged therefore behaviour will improve. Individuals to come into school and walk away from a potential conflict.	Sep '19 and on going
To ensure that relevant adjustments are cited on SEND Support Plans	NK Monitor SEND Support Plans each term. Help staff where necessary write SMART targets. Ensure that any adjustments we make for targets are part		SENDCo time	Children's targets will be specific and measureable and, where there is a physical need, adjustments have been made to achieve a specific target. These are clearly stated in the plan.	Sep '19 onwards Each term

	of the strategies. NK writes plans with/for NQT's. NK writes plans for children with EHCplans				

Monitoring and Evaluation

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Priority No Aim :2C Improving the delivery to disabled pupils and parents of information that is provided in writing for pupils who are not disabled.

Key Objectives	Leadership	Support	Resources	Success Criteria	Completion Date
To ensure that pupils, parents and visitors are able to access information	SH – Information shared on the website. Curriculum information via leaflet and through the website. Policies on website. SEND Information on website. Parents Consultations each term. Regular Newsletters Marvellous Me messages for information and reminders Letters about events, information, trips, clubs, SATs, curriculum. Posters on gates and at front of school. Special Curriculum evenings – RWI evening Phone calls and Marvellous Me messages sent for those who lack organisational skills to get letters home or to those parents have not responded to a letter.	LA SLT NK All staff in bringing individuals to attention of Head		All parents will access information given by school through a variety of media.	On-going
To ensure HI visitors are able to access information at entrance.	SH - Hearing Loop system installed in the office. Install Hearing Loop in hall	All staff		Visitors to the school can hear office staff and therefore access information. Parents in the hall can	When needed

				hear Assemblies	
To ensure that VI parents and children can read all the letters given out from school and other information can be accessed.	SH – large print letters available on request. Letters read to parents by class teachers or another parent. Tactile signage in school	All staff		All parents will access information given by school	When needed
To ensure that information can be accessed by illiterate parents or parents with Dyslexia or have EAL.	SH - Class teachers - Letters read to parents by class teachers or another parent. Forms explained and written alongside the parent with teacher as scribe. Signed with x if needed. Letters available on coloured paper on request.	NK All staff		All parents will access information given by school	When needed
To ensure that pupils know what lessons they have for the day, on which days they are to remember kit and homework etc and when they have special events	SH / NK Visual timetable in classrooms from R – Y6. Special Events chart Weekly events timetable Staff meeting to remind and discuss uses and benefits. Letter to parents informing of PE days and when homework is to be in. Parents' noticeboards displayed in class windows in FS and KS1. Individual charts where needed.	SH All staff	Visual timetables, weekly events chart, special events chart.	Children with poor memory skills, language difficulties, ASC, Dyspraxia and Dyslexia will know what is required of them.	

To ensure that children with severe language difficulties can understand what activity they are to do next.	SH / NK Use of Early Years/ASC simplified visual timetable, Widget PECS picture cards. Now and Next boards. Makaton training for all staff.	Early Years' staff LR LP MA MH	Simplified Visual timetable, Widget PECS picture cards. Makaton resources.	Children with severe language and communication difficulties know what tasks they are to do in a day.	
To ensure that children with language and learning difficulties can understand what activity they are to do.	NK SH Children throughout school are taught in small groups or on a one to one and aided with their work. Work is adapted to suit their need. A visual and multisensory approach is adopted with these children and with all children to some extent.	KS Phase co-ordinators Classteachers Teaching Assistants		Children who have difficulty accessing the curriculum generally in a large group will understand what is required of them and achieve their objectives and targets.	
	NK – monitor planning of all Year groups to ensure accurate and differentiated activities are planned for. Observation of lessons, delivery to SEN children and use of TA's. Ensure consistency of display through learning walks. Ensure a multisensory approach is being carried out, particularly for the SEN children.	All staff		Teacher's planning is differentiated for groups and individuals and visual timetables and aids are displayed to ensure all pupils have access to a curriculum which they can take part in and achieve their full potential. Work is delivered through clear teaching and work is differentiated but challenging to ensure that SEN children make progress.	

To ensure that children can use classroom displays to help them with their learning and to know which displays will help them so making them more independent.	SM, LR, HT - Staff follow the guidelines for display. Working walls	NK. MC, SG. All staff	Visual timetables, weekly events chart, special events chart. RWI charts and words. VCOP Plenary display Days, months, numbers etc. Display policy	Display is uniform and consistent throughout school so that the children know which displays can aid their learning and how, whichever class or room they are working in.	

Monitoring and Evaluation

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Review

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