

Access to curriculum 2018-2021

| Priority | Lead People | Strategy/ action | Resources | Time frame | Success criteria |
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| Promote awareness and positive attitudes towards children and adults with disabilities. | Headteacher Nurture Leader Teacher of the Deaf SENCo | Celebrate and highlight key national / local events e.g Deaf Awareness and Nurture week. Promote outside visits from disability groups. Links to PSHE/Nurture/THRIVE. | | Ongoing | Pupils are demonstrating that they understand and have a positive attitude towards disability. |
| Access arrangements to meet individual needs during periods of statutory assessment e.g. SATS, Phonics Screening Check, Y4 Multiplication trial, Baseline and Profile assessment. | Headteacher Phase Leaders Teacher of the Deaf SENCo | Lead people to ensure appropriate testing and reports are provided in order to apply for access arrangement. Seek advice from the Local Education Authority where needed. | Follow DfE guidance | During periods of assessment: Baseline Sept 2018 and EYFS Profile July 2019 SATS May and June 2019 Phonics Skills Check June 2019. | All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential. |
| Continued training for teachers and support staff on different aspects of SEN including differentiation or medical needs when required. | SENCO Liaise with relevant services e.g. Community Nursing Team Visual impairment team. Chestnut Outreach. Educational Psychology Specialist SEND teacher | Review the needs of all pupils with specific needs and provide relevant training. Ensure all new staff have first aid and Anaphylaxis training. Positive Options training (refresher and new staff) | MPT meetings. Training/refresher sessions for staff regarding medical care. | Ongoing | All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process and that needs and expertise will change with time. |
| Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils. | SENCo and all teaching staff | Specialist seating. Sloping boards and footrests for pupils with physical problems. Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips for pupils with grip difficulty. Sensory aids, Sit and move cushions. Curriculum leaders to review inclusivity of | Specific specialist equipment provided when need identified. | Ongoing | Increased access to the curriculum. Resources purchased in line with needs of children and school development plan. Needs of all learners met. |

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| | | resources and learning experiences within their curriculum areas. Visual timetables Now and next timetables Touchscreen equipment. | | | |
| More staff able to communicate using BSL | Teacher of the Deaf | Level 1 BSL classes. Liaison with BSL examination board. | Funding for staff to take exam for BSL level 1. Weekly training sessions led by JS. | By February 2019 | Staff will achieve Level 1 BSL. ACHIEVED |
| Lunchtime play | SLT All staff Play Leaders | Provide alternative provision for children who struggle to manage unstructured times | Room available, resources, staff including SLT | Ongoing | Vulnerable children will enjoy a positive lunchtime. |

Access to the environment 2018-2021

| Priority | Lead People | Strategy/ action | Resources | Time frame | Success criteria |
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| Monitor and service the school Soundfield system. | Teacher of the Deaf and ICT technicians. | Maintenance check on all Soundfield systems. Assess what needs to be updated or serviced. Organise quotes. | Cost of engineer / maintenance work. Possible replacement of faulty equipment. Longer term the system may need to be updated. | Ongoing | The sound field system will be well maintained and working efficiently. |
| Monitor and service the lifts in school. | Site services manager | Maintenance check on all lifts in school. Assess what needs to be repaired or replaced. Key staff will receive training from Site Services manager regarding how to operate the lift. | Cost of engineer / maintenance work. | Ongoing | The lifts will be well maintained and working efficiently. |
| Provision of hygienic changing facilities | Site services manager SENCo | Seek advice from OT regarding specific needs of child. Installation of shelving and tiling. | Access to yellow bin. Tiles for wall. Shelving for changing equipment. | ASAP | There will be easy access to the changing area. All surfaces will be able to be cleaned. Equipment for changing child will be easily accessible. |

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| Assistance alarm system in FS block | Site services manager SENCo | Purchase equipment to fit alarm. | e.g. doorbell in toilet and receivers in classroom. | ASAP | Staff can call for assistance with bell without causing undue alarm with emergency |
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| Provision of a wheelchair accessible, quiet space for therapy sessions. | | | | ASAP | Library space used for music therapy - ACHIEVED |
| Installation of hoist for safe handling of child with disability. | Site services manager SENCo | Technicians to liaise with site services manager regarding installation and servicing. | Hoist (provided by Health Service) | When needed – follow advice from Health Professionals | Safe Handling procedures are adhered to and staff can manage transfers with ease. They are confident to operate the equipment. ACHIEVED |
| Secure Emergency Medicine cabinet | Site services manager SENCo | Purchase medical box. | Lockable cabinet with digi-pad entry to enable access in emergency. | ASAP | Medication is stored securely away from children. All staff are able to access medication / protocol in the event of an emergency. ACHIEVED |

Access to information 2018-2021

| Priority | Lead People | Strategy/ action | Resources | Time frame | Success criteria |
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| Availability of written information in alternative formats | | The school will make itself aware of the services available through the LA for converting written information into alternative formats. | | Ongoing | School able to deliver information to all pupils and parents with disabilities. |
| Make available school handouts and newsletters in alternative formats | | Promote the availability of publications in different formats for those that require it. | | As needed | School able to deliver information to all pupils and parents with disabilities |
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