



Bridge & Patricbourne CE Primary School

Accessibility/ Disability Equality Plan

2021 - 2024



<u>Target</u>	<u>Current practice</u>	<u>Success Criteria</u>	<u>Actions to be taken</u>	<u>Completed by</u>	<u>Monitored by</u>	
Curriculum Accessibility						
Including a variety of teaching styles and approaches Continuing to develop teaching and learning Developing behaviours for Learning	<ul style="list-style-type: none"> Using guidance from Mainstream Core Standards for all Learners, as directed by the Local Authority, ensure that quality first teaching strategies used throughout the school with induction/ emphasis/ support for new staff. Whole school provision plans Effective provision mapping undertaken by class or year group teachers and impact measured Link with school plan. Independence and motivation of learners. 	<ul style="list-style-type: none"> Children are taught the strategies to take control of their own learning – check working practices throughout the school Rigorous evaluation of provision targets Intervention has impact in terms of progress 	<ul style="list-style-type: none"> Training for Teachers on revised 2021 LA Mainstream Core Standards Training for Tas (Covid restrictions mean a later date) Teaching approaches are adapted to suit the needs of all learners Further training on effective deployment of support staff including interventions undertaken by Inclusion Leader Use Provision map targets to monitor intervention targets and % of pupils achieving the target 	Term 4 2021 Revisited 2022 Term 6 Termly	Inclusion Leader SLT SLT Inclusion Leader	
Identifying and addressing potential barriers to learning for vulnerable groups.	<ul style="list-style-type: none"> Dyslexia and ASD friendly approaches to continue. Emphasis on classroom support for children with poor Working Memory Focus on additional support/resources Disadvantaged children. Use of a variety of strategies to differentiate including a range of resources and ICT as part of a differentiated approach Class observations to ensure that needs of all pupils are being effectively met Pupil progress and target setting meetings ensure all children have aspirational target regardless of specific needs. This is rigorously monitored through Pupil Progress meetings. 	<ul style="list-style-type: none"> Children regularly using learning pack resources to move their learning forwards Children able to engage, participate and achieve regardless of their individual needs Gap between disadvantaged and non-disadvantaged pupils will be diminished Children are taught the strategies to take control of their own learning Staff apply the correct standards to meet the needs of all learners. 	Ensure all children with Specific learning difficulties and all PP children have access to learning packs in classrooms. Teachers given information and guidance on how to support children with poor working memory and poor auditory memory. Class observations to include specific focus on disadvantaged children as well as SEN Pupil Progress and Provision Review meetings will ensure that	2021 - 2024	Inclusion Leader SLT	

			any gaps in learning are appropriately targeted Re visit with all staff – expectations regarding positive learning behaviours			
Effective use of all adults Teaching Assistants having a positive impact in terms of progress on all children	<ul style="list-style-type: none"> • Teaching Assistants keeping comprehensive and manageable data for the children they are working with • Quantitative Qualitative Data is used to inform and identify interventions • Year group provision ensures effective use of adults • Teachers provide guidance to Teaching Assistants to support learning and create a stimulating learning environment • Regular targeted training to ensure appropriate strategies are being used by all. 	<ul style="list-style-type: none"> • All Teaching Assistants meet the TA standards • All interventions have an impact, are monitored and evaluated • Consistent approach to provision across the school to ensure maximum impact • All support from TAs leading to improved standards and progress of children they work with. • TA appraisal targets directly linked to and supporting the school plan. • TAs feel supported in the appraisal process • TAs to have a timetable showing where and how they are used. • Improved communication between teachers and TAs. • Effective in class support and development of learning. 	<p>Monitor:</p> <p>Interventions Provision maps Children's books Learning walks(classroom environment)</p> <p>Performance management targets discussed with SLT to ensure all are aware</p> <p>Staff to attend training as relevant, to increase the progress of the children they work with.</p>	At key points 2021 - 2024	<p>Inclusion Leader</p> <p>SLT</p> <p>Class Teachers</p>	
Increased Knowledge of Autism Spectrum Disorders, ADHD, Irlen Syndrome and Dyslexia	<ul style="list-style-type: none"> • School following the Mainstream Core Standards • Specific staff to have targeted training. • Teachers and TAs liaise with external professionals as required 	<ul style="list-style-type: none"> • Barriers to learning reduced for children with Autism, ADHD and Dyslexia in the school. 	Updated training for all staff	As required 2021 - 2024	Inclusion Leader	

	<ul style="list-style-type: none"> Detailed transition arrangements in place for specific children eg. Handover information meetings between staff, parents and relevant professionals. Update transition meeting with Inclusion manager for staff after the first couple of weeks Appropriate assessment arrangements Monitoring of classroom environment and use of adapted materials and equipment. Feedback sheets given following class observation. 	<p>Children's needs are met appropriately despite a change of teacher or school.</p> <ul style="list-style-type: none"> TAs given time to read through relevant notes on children at the start of a new year. <p>Children are able to achieve their potential.</p> <ul style="list-style-type: none"> Learning is more accessible to all. All needs are being catered for using appropriate strategies including during formal assessments 	<p>Evidence on provision plans/maps to show that recommendations have been acted upon</p> <p>Time table transition events including TA meetings</p> <p>Produce an access arrangements table for Kent test and Key Stage 2 SATS detailing which children require special arrangements or additional time</p>	3 x annually		
Increased awareness of Emotional Literacy for Staff, Children and Parents	<ul style="list-style-type: none"> Whole school using the Jigsaw package to teach PSHCE Specific children identified for emotional support work with a qualified Emotional Literacy Support Assistant Increase parental Awareness through availability of relevant booklets in foyer, section on website, workshops and open communication with teachers. Parents are supported and signposted to relevant organisations in the event of relationship difficulties, loss of family members or parenting issues. 	<ul style="list-style-type: none"> Children more aware of feelings and emotions, able to express themselves. Improved self-esteem and social skills. Class ethos and cohesion improved and positive relationships developed. Parents feel they are able to approach the school if they have concerns or need advice. Parents able to have regular support for family issues. <p>Children feel that they have someone/ place to go to if they need help to work through any conflict/friendship issues</p>	<p>Monitor Jigsaw sessions throughout key stage 1 and 2</p> <p>ELSA to liaise with Inclusion Leader regarding specific children. ELSA to timetable sessions to work with identified children</p> <p>All SLT to look at the referral process to Early Help</p> <p>Staff to take notice of any children repeatedly looking unhappy or alone on the playground – report to teacher or SLT.</p>	2021 - 2024	<p>Phase leaders</p> <p>Inclusion Leader</p> <p>SLT</p>	

Provision of scribe/reader in test situations.	<ul style="list-style-type: none"> • Staff trained to give appropriate support in tests. • Adapted environment /material/ levels where suitable. • Reminders of flexible arrangements to be given before each raft of assessments. 	<ul style="list-style-type: none"> • Achievements in specific tests related to cognitive ability rather than literacy level. 	Remind staff of access arrangement or special adjustments before each set of assessments	At Key assessment points	SLT	
Improve basic skills for children with SEN	<ul style="list-style-type: none"> • Provision of an additional TA for group support work in Speech and Language, Dyslexia and Lego Therapy <p>Some children have been identified with Irlen Syndrome</p>	<ul style="list-style-type: none"> • Early Identification and improved results for children in monitored groups. <p>Children able to achieve despite their additional needs</p>	<p>Foundation stage children identified with Speech and language needs will be targeted for small group support.</p> <p>Assess children presenting with symptoms associated with Irlen. Ensure children identified with Irlen have adapted materials. Update staff knowledge and understanding of Irlen</p> <p>Identify and assess (using Junior Language Link) children in Key Stage 2 who may have language issues that are impacting on their progress.</p> <p>Provide staff and parents with information to support and develop children's identified, specific language needs</p>	2021 - 2024	Inclusion Manager	
<u>Physical Accessibility</u>						
<u>Physical Accessibility</u>	Need to ensure that children with mobility issues or broken limbs are appropriately supported and adaptations made eg. access to ICT	Children are able to access the curriculum and remain included in school life.	<p>Risk assessments completed for children with broken limbs before they return to school</p> <p>Risk assessment completed for Children with mobility issues before a trip or for a special activity ie. swimming or canoeing</p>	2021 - 2024	All staff	

			Liaison and advise given ,as required by Specialist teacher for Physical Impairment – Kate Hebson			
Physical environment to suit individual needs.	<p>Consideration given to accessibility for some children relating to the physical environment ie. Height of pegs, table and chair height, use of writing slopes, weighted cushions, trampettes, position in class, lighting, screen colour, ear defenders, quiet areas in class</p> <p>Some outdoor spaces are available for children to use for learning or reflection</p>	<p>Barriers caused by environmental issues reduced. Increased access to the curriculum and physical environment</p> <p>Children benefit from fresh air and calm distraction free space. Children have more opportunities for outdoor learning.</p>	<p>Check height of pegs and make adjustments Renew yellow painted strips</p> <p>Increase and enhance areas outside eg. behind the new building</p>		Site Manager	
Provision of Information						
To ensure parents are participants in their children's learning.	<p>Most parents have parent mail providing information on term dates, newsletters and upcoming events.</p> <p>Parent/teacher consultations, regular meetings for Inclusion Manager and parents, Foundation surgeries. SEND parent group meetings.</p> <p>Curriculum workshops.</p> <p>Parent ICT training – my maths, phonics play</p> <p>SEN inclusion section on website to inform parents of various policies, procedures and associated information</p>	<p>Parents kept up to date, informed and consulted on issues involving their children.</p> <p>Parents are able to work in partnership with the school in methods to support their children's learning.</p>	<p>Questionnaire to be sent to parents of children identified with SEN and PP children</p> <p>Parents workshops in Maths Reading Speech and Language ASD and Anxiety Phonics Literacy Difficulties Spelling Relax Kids</p>	Spring 2022 - 2024	<p>SLT</p> <p>Key staff</p>	

	<p>Volunteer reading helpers included in workshop relevant workshops</p> <p>Consideration given to the fact that some parents of children with EAL or with reduced literacy skills, might need support with reading or completing paperwork</p>	<p>Approach to reading is consistent throughout the school.</p> <p>Parents of children with EAL feel informed, less isolated and able to participate in school life</p>	<p>Termly meetings with volunteer reading helpers</p> <p>Office staff provide face to face contact</p> <p>Follow up phone calls to ensure information has been understood</p>			
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