

Accessibility Plan

FENNETHALL

1. We aim to ensure that all pupils can participate in the school curriculum and the life of the school.

How we do this:

- Off site visits are accessible to all pupils, including pupils with significant barriers to learning and participation. Where necessary, we provide support and resources to ensure that all pupils can access the learning taking place. Risk assessments are carried out to ensure that this can be done safely. If a child is physically unable to participate in an activity, a suitable alternative will be arranged to meet their needs.
- We invite a range of visitors into school to provide onsite learning.
- All visits/visitors are contribution based, after being heavily subsidised by school.
- We work alongside a wide range of professionals, including other schools, particularly those within the SHINE Multi Academy Trust to ensure that we have the best support and guidance. We actively research other successful processes, both in and out of the educational sector.
- Individual targets are set shared with parents at review meetings (2x yearly), LAC, SEN reviews and PEPs (if applicable) and Parents' Evenings (3x yearly).
- Language support is available to children who are new to English. Children are encouraged to support their peers and we work with parents and carers to set up support networks where beneficial. Interpreters are used at Parents' Evenings and whenever necessary.
- Learning is differentiated in many ways and various levels of support are available to all pupils. Knowledge about cognitive overload and semantic detail are used to ensure the pupils' learning is focussed and uncluttered.
- Children work in a range of groups and on their own. We actively encourage collaborative learning and the sharing of ideas to improve children's responses, both verbally and in written form.

- Pupil Premium funding supports the deployment of extra teachers and TAs within school and provides additional tuition and intervention, where required.
- Interventions and learning recovery tuition are set up to support pupils. This is recorded on the Bluehills system (Provision Map Writer) and on our learning recovery format, alongside detailed evaluations and cost analyses.
- Two members of staff have the Dyslexia qualification and can carry out a range of suitable tests to support pupils. The information gained from these is then used in planning and supporting named children.
- The school places a high significance on the mental health of pupils and staff and prioritise strong, stable and supporting relationships for all. This includes the use of Zones of Regulation, Share project, PASS survey and school counselling such as ELSA. Two members of staff are trained as mental health first aiders.
- School maintain a computing suite, sets of iPads and a suite of laptops to support learning in the classroom and provide online support for lessons

TARGET 1.1: Following the limitations placed by COVID 19 and national lockdowns, parents/carers to benefit from renewed home/school liaison.

ACTIONS:

- Key letters and documents translated into main languages.
- PSW to support a wider range of families and encourage them to attend events in school.
- Parent workshops on a range of topics, including those suggested by parents.
- Parent exhibitions to share the learning which has taken place in school.
- Use EEF guidance report and toolkit to support how we work with parents to support children's learning.
- Paired learning sessions
- Lunch in school sessions
- Parent Council
- Make better use of translators at Parents' Evening.
- Improved parents' groups
- Governors' drop-in sessions for parents
- Encourage parents to hear their child read activities.
- Liaise with local schools via the Roma support group.
- Work of the DSLs and school staff in supporting families facing difficulties following the lockdowns in terms of mental, emotional and social support.
- Use of TEAMS to meet parents online.
- Meet and greet the new teachers at the start of the year so curriculum content and expectations can be shared.
- Online introductions to new classes and teaching staff on the school website.
- More online parental consultations regarding school matters.

COMPLETION DATE: We aim to complete these actions by the end of 2021/22 - 2023/24 period.

STAFF: SMT, Class staff, Governing Body, PSW,

RESOURCES: Translators, Translating software (open-source where possible with checks in place for quality of translation)

2. The Physical Environment

- The main entrance to the school is ramped and is accessible by wheelchair and by pushchairs.
- Other entrances in school allow for accessibility by wheelchairs e.g., Y3/4 corridor and entrance from the playground to Key Stage 1 and the Foundation Stage.
- All playgrounds are accessible by wheelchairs/pushchairs.
- School has 2 toilets for disabled users and a changing room for all pupil needs.
- Car parking is provided for disabled.
- Whenever necessary, the school provides specially adapted equipment.
- A specialist SEN room called 'The Den' encompassing light, touch and sensory technology that can be accessed regardless of specific need and which also allows SEN the space to explore their learning more freely.
- School allotment is open and accessible to wheelchair access.
- School has access to local community sports centres (Djanogly Sports Hall Climbing centre etc), open spaces such as the Forest, St Mary's Field and other local amenities e.g. Vine Centre and New Art Exchange.

TARGET 2.1: Make more effective use of the school grounds including the playground, Savoir (school bus) and Oasis (school allotment), plus other opportunities within the school community to develop children's' physical, educational and mental abilities.

ACTIONS:

- Ensure that the environment is appropriate for the activities we hold there.
- Undertake environmental audits of classrooms and open spaces in school using the Routes to Inclusion resources to ensure learning is optimised for all pupils.
- Make use of local sports' coaches in developing children's sporting and athletic abilities.
- Careful timetabling of the school yards to ensure maximum use can be made of these spaces e.g., space for the Foundation children to run and chase in games safely and 15-minute PE sessions.
- Better activities and equipment use at play and dinner times, allowing for areas where all children feel comfortable e.g. quiet zones, craft zones etc (School Council priority)
- Continued development of the Foundation Stage outdoor space using ideas from forest school training to ensure more effective use for learning purposes.
- Ensure Oasis is planned into the curriculum of every class and extend its use where necessary and review how it is being used.
- Classes to have at least one session a term planned for Oasis.
- Provide a range of forest school' activities designed to support the individual needs of pupils across school.
- Develop planning and evaluation of activities to ensure that forest school teaching is cohesive.
- Foster environmental awareness and sustainability - include all pupils in this. (Green Council priority)
- Involve parents and carers in activities taking part in the school grounds e.g. at Oasis, COJO activities outside and improving the school grounds
- Renewal of school visits and experiences in every year group to develop children's cultural capital and to provide first-hand experiences for the children to explore - we are very aware of the loss of outdoor educational experiences over the last two years due to the COVID situation and the effect on children's background knowledge - vital for learning.

COMPLETION DATE: We aim to complete these actions by the end of period 2021/22 - 2023/24.

STAFF: SMT, EVC, Jane Facey, midday supervisors, School Council, Paula Atkins, Eco Council, Kaitlin Marsden, School staff

RESOURCES: Coaches from Premier Sports, playgrounds and outside areas, Scotholme Oasis

3. Possible Barriers to accessibility

We use these questions to identify possible barriers to accessibility for all of our pupils.

Question	Yes	No	Further action
<p>Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? Staff receive regular training to meet the needs of pupils. There is also a mentoring system in place, where staff can learn from each other. If a child comes into school, which requires staff to have new training, it is organised and disseminated as quickly as possible. Scotholme Primary prides itself on being an inclusive school that cares for every single child. School staff are also involved in regular reviewing of up to date research both from the educational and other business sectors to improve school life and learning.</p>	x		
<p>Are your classrooms optimally organised for disabled pupils? Classrooms are adapted taking specialist advice where necessary. Special furniture and resources are used. We set up specialist areas where required e.g The Den. We access areas in the local community eg a sensory room, our school allotment. Audits to be undertaken of parts of school as part of the R2I programme.</p>	x		
<p>Do lessons provide opportunities for all pupils to achieve? Lessons provide opportunities for all children. We encourage independent learning and collaboration, as well as working with a supporting adult for all children. We believe that equality at our school is delivered through our 'Dare to Be Different' and 'Take Care' values. These values should permeate all aspects of school life and are the responsibility of every member of the school community to uphold. Individual difference is seen as a positive feature in our school, where everyone is encouraged to be an individual and to see the strengths in others.</p>			X Target 3.1 and 3.2
<p>Are lessons responsive to pupil diversity? Lessons cover a wide range of cultures, backgrounds, and faiths. We encourage children to learn from others and to act as experts. Visitors into school are positively encouraged.</p>			X Target 3.1
<p>Do lessons involve work to be done by individuals, pairs, groups and the whole class? Yes - there is a wide variety of ways of working planned into the curriculum.</p>	x		

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<p>Are all pupils encouraged to take part in music, drama and physical activities? New curriculum has been designed to ensure quality teaching and learning occur in all subjects of the curriculum including music and PE. Drama is used as one of tools of oracy to help children explore themes and dilemmas.</p>	x		
<p>Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? There is specialist training provided for staff if necessary and a variety of teaching methods in place to allow for the mental effort expended by some disabled pupils.</p>	x		
<p>Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? Training from and liaison with physio and occupational therapy specialists ensures that staff recognise the additional time required by some pupils to use equipment in practical work.</p>	x		
<p>Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? Professional advice is sought to ensure disabled pupils can access experience and understanding on the few occasions when they are unable to participate in activities undertaken by the rest of the class. Alternative lessons and activities are planned and delivered to maximise the enjoyment and learning of everyone.</p>	x		
<p>Do you provide access to computer technology appropriate for students with disabilities? Specialist equipment is provided where necessary. High cost equipment is taken on loan where required.</p>			X Target 3.4
<p>Are school visits made accessible to all pupils irrespective of attainment or impairment? Visits are planned around the needs of all abilities in the class to ensure accessibility. Where a visit is not appropriate, an alternative experience is delivered instead. This will begin to increase again, as COVID restrictions are eased.</p>	x		
<p>Are there high expectations of all pupils? We aim to meet the needs of all pupils. We believe that having high expectations for all, allows many children to reach beyond their expected potential. Children sometimes receive interventions and tuition in ability groups - where we believe that it is beneficial for them.</p>			X Target 3.1 and 3.2
<p>Do staff seek to remove all barriers to learning and participation?</p>			X Target 3.3

Specialist advice is sought where necessary to ensure barriers to learning and participation are removed. Staff regularly discuss ways to improve practice. Our SENCO is very active in raising awareness and expectations for all SEN pupils.			
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This checklist is for staff to be reviewed every year unless there is a new staff appointment.

Online learning and TEAM lessons between classes in a year group

FINAL

TARGET 3.1: Creation of a new school curriculum for all Foundation Subjects and Literacy designed to ensure children receive learning that informs them about the diversity of the world around them. It aims to challenge areas and thoughts about inequality in gender, colour, race, culture, sexual orientation and disability, preventing stereotyping and promoting awareness and tolerance of all.

ACTIONS:

Development of new Foundation subject curriculum across year groups that is linked vertically through the development of knowledge and skills.

All themes to be linked to a philosophical question that will begin from where the children are and will aim to develop and provoke new ideas and thinking throughout each term.

The development of oracy and discussion to allow children to confidently investigate new thinking and to be confident enough to challenge views and opinions.

Staff to review and develop their planning of these subjects to ensure a broad and balanced view of diversity is included in every year group.

Develop a range of visits both local and further afield and invite speakers into school from many different parts of society to ensure children's knowledge of their world is broad and balanced but also that their opinions and thoughts are challenged.

Assessment of subject areas each term throughout the year to accurately measure the children's progress in different areas and class teams to present curriculum presentations talking about what the children have learnt and discovered. This can then be closely monitored by both subject leaders, the SLT and governing body.

Improve training for all subject leaders so they can look at how their subject is taught across school to ensure negative viewpoints of society are challenged and alternate views are promoted.

COMPLETION DATE: We aim to complete these actions by the end of 2021/22 - 2023/24 period.

STAFF: SMT, RT to lead, Class teams, P Bevington, Subject leaders

RESOURCES: Threshold Concepts for each subject including Oracy; Planning from previous year to review and develop

TARGET 3.2: To make the new curriculum more accessible for all children, especially those with SEN.

ACTIONS:

The SEN team to resource activities and ideas for the new curriculum content based upon the theme, knowledge or skills being taught but at a level that is accessible for those children with SEN.

BSquared introduced and used across school to target individual children's needs, where they are not in line with national expectations, thus being able to provide a tool where specific targets can be set and progress for these children can be shown far more clearly. Equality of access to all classrooms activities is to be promoted wherever possible and reasonable.

Adaptive curriculum with focus upon other skills for SEN children using the Autism Education Trust and similar programmes to challenge oracy and social skills etc.

Use of Signs and Symbols and visual timetables throughout school to support SEN children with their timetables.

COMPLETION DATE: We aim to complete these actions by the end of 2021/22 - 2023/24 period.

STAFF: SMT, AD to lead, SEN team, Class teams,

RESOURCES: BSquared resources, staff meetings

TARGET 3.3: To further the use of Zones of Regulation to encourage all children to regulate their emotions effectively.

ACTIONS:

- Continued staff training
- Sharing good practice
- Zones of Regulation displayed in all classes and communal areas. These are discussed with the children at regular intervals through the year and the language associated with the programme is adopted throughout.
- SEN children to use Zones of Regulation colours and feelings along with facial expression pictures to help them develop a understanding of their emotions and how to control them.
- Parent workshops and online learning about the Zones of Regulation for all parents
- Training provided for the governing body into the premise behind Zones of Regulation and why and how we use this approach in school so that the governors are informed and are able to monitor its use.
- Routes to Inclusion to be introduced across school to identify issues with behaviour early so that assessments can be made and appropriate interventions can be put in place to remedy these.

COMPLETION DATE: We aim to complete these actions by the end of 2021/22 - 2023/24 period.

STAFF: AD to lead, SMT, All staff, Parents and Governors

RESOURCES: Zones of Regulation resources, staff meetings

TARGET 3.4: Develop both the staff and children's abilities in using new technology and online learning.

ACTIONS:

Use of PowerPoints and videos for blended or Home Learning
All children to use ClassDojo and/or Teams to submit homework regularly to maintain or develop online learning skills
All children to use SumDog to develop online learning skills
Development of website and Youtube channels
Use of TEAMS in learning and communication.
Development of Podcasts and Blogs with the children
Curriculum and Data presentations for staff

COMPLETION DATE: We aim to complete the initial stage of these actions by the end of 2021/22 - 2023/24.

STAFF: SH to lead, Sha, SLT and all staff

RESOURCES: [Microsoft Educator Centre](#)

These targets will also form part of our School Improvement Plan for 2021 - 2024.

Signed: _____ Head Teacher

Signed: _____ Chair of Governors