



**Toft Hill Primary School**  
**Accessibility Plan 2018-2021**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. This plan will be reviewed and reported on annually and updated every three years.

**Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.**

**Short Term**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with Nursery providers to review potential intake for Sept 2019	To identify pupils who may need additional to or different from provision for Sept 19 Intake	July 2018 July 2019 July 2020	DHT EYFS teacher & TA SENDCO	Procedures/equipment/ ideas set in place by Sept 2019.
To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel Multi agency meetings where necessary Designated person for liaison with external agencies	Ongoing	DHT/SENDCO TAs Outside agencies	Clear collaborative working approach School represented at all necessary meetings
To ensure full access to the curriculum for all children	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of Pre Key Stage Standards to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> </ul>	Ongoing	Teachers SENCO Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. Any necessary equipment/ adaptations in place for children with physical difficulties

	<ul style="list-style-type: none"> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> </ul>			
To access CPD to further develop inclusivity in PE lessons	<p>Sign up to and attend CPD delivered in Special School setting in association with Sainsbury's sport. Share CPD with full staff (Staff meeting)</p> <p>Liaise with Education Enterprise / School sport partnership to ensure pupils with SEND have the opportunity to participate in competitive sport.</p>	By Dec 2019	SENDCO PE lead	<p>Key staff will attend specialist CPD</p> <p>Full staff cPD in form of staff meeting</p> <p>PE lead will see principles in lessons as part of monitoring</p> <p>Children with SEND will speak positively about their experiences of PE</p> <p>Children with SEND will participate in competitive sport</p>
To ensure all children with ASD and Sensory Processing Difficulties have access to the curriculum and extra- curricular activities	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.

### Medium term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To introduce the use of Makaton as a method to support communication	<p>Staff CPD</p> <p>Gradual introduction on signs to children in school</p> <p>Consistent use during regular routines of the day.</p>	Dec 19	SENDCO Class teachers Whole school community	<p>Staff will use basic Makaton signs to communicate when necessary</p> <p>Routines such as saying 'Good morning' etc will</p>

				incorporate use of Makaton.
To finely review attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents Cluster moderation with SENDCO's	Termly	Class teachers SENDCO	Progress made towards Support Plan targets Provision mapping clear and detailed Pupil progress reviews- clear steps and progress made
To monitor attainment of High Attaining pupils particularly those on SEND register	Policy and AGT records to be updated AGT booster groups/activities	Termly	AGT co-ordinator Class teachers	AGT children making proportionate progress. Achieving above average results

### Long Term

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To deliver findings to the Governing Body	Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENDCO SEND Governor	Governors fully informed about SEN provision and progress
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2019/20	HT All subject leaders	All policies clearly reflect inclusive practice and procedure

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

### Short Term

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure that the physical environment of school meets the needs of all members of the school community	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements	Ongoing	SLT Teachers TA's	All aspects of the environment accessible to all where reasonably possible.

	and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. Ensure that there is sufficient space for children and adults with movement support aids to navigate their way around classrooms and school.			
Ensure visually stimulating environment that is accessible for all	Displays in classrooms that support and enhance learning. Text that is large and clear enough to be read easily Displays that are representative of a range of needs and abilities Use of communicate in print resources around the environment if necessary Labels supported by pictures/ photographs	Ongoing	SLT Teachers TA's	Accessible environment maintained.
Ensuring that the physical environment of the school does not restrict children/ people with a disability	Create access plans for individual children as part of the School Support process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events Risk assessments & PEP's in place where necessary	With immediate effect, to be constantly reviewed	SLT Teachers TA's	Enabling needs to be met where possible

To ensure that the medical needs of all pupils and staff are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Update policies on managing medical needs in school in line with the LA Ensure up to date First Aid and Managing Medicines in schools training for designated staff	With immediate effect to be constantly reviewed	SLT Designated person for Medication & First Aid (JS & LT) Occupational health	To ensure that the medical needs of all pupils are met fully within the capability of the school.
Ensuring disabled parents have every opportunity to be involved	Ensure support for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents if the need arises Offer a telephone call to explain letters home for some parents with low levels of literacy skills who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

### **Medium term**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To improve community links and accessibility to support groups	School to continue to have strong links with schools and organisations in Durham Authority and the wider community. Specific guidance to parents to refer them to the Local Offer and support to access Family Information Service Website Reference to FIS website on weekly newsletter	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Durham and the world and their needs Improved community cohesion

	Signpost parents to support or assist by making referrals when meeting with parents			
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### Long Term

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Continue to develop playgrounds and facilities.	Look for funding opportunities Quiet areas for children with sensory processing difficulties Focused activities for children with SEMH difficulties	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 5 children Caretaker to ensure safety measures are in place	Ongoing	PSHE Co-ordinator SLT LA Road Safety Unit PCSO & Beat Officer for Toft Hill	No accidents Full access to school

### **Aim 3: To improve the delivery of information to disabled pupils and parents.**

#### Short Term

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To increase the accessibility of signs and posters around school.	Use of Communicate in Print resources to accompany words with symbols to make them more 'readable' to children and adults experiencing difficulties.	Dec 2019	SENDSCO Teaching Assistants	Key signs and notices around school will have Communicate in Print Symbols nearby.
To enable improved access to written information for pupils, parents and visitors.	Investigate symbol software to support learners with reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments.	Ongoing	SLT Secretary/ Admin All staff	All members of the school community will access information that they need in a timely manner

	Audit signage around the school to ensure that is accessible to all Use Core Assets/ SENDIAS to support parents if necessary Use of text messaging service or other alternative methods of communication			
To continue improve communication for any member of the school community who has sensory impairment.	Seek advice from LA Learning Support Team (Sensory) as and when necessary	Review annually	HT & Gov	Pupils and parents and With sensory impairments will have full access to school information and facilities. Toft Hill Primary School will be a pleasant place to be for people experiencing sensory impairments

### **Medium term**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To review children's records ensuring school's awareness of any disabilities	Information collected about new children. Records passed up to each class teacher and TA Data collection in line with equalities advisory visit	Annually	Class teachers SENDCo Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

### **Long term**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	SLT Secretary/ Admin	Effective communication of information about disabilities throughout school