

Platts Heath Primary School



Accessibility Plan

Document History

Written September 2019, approved by the Federation GB 8 October 2019

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Reviewed: Bi-Annually

Platts Heath Primary School is part of the ASPIRE Federation consisting of Kingswood, Ulcombe CE, Platts Heath and Leeds & Broomfield CE primary Schools.



FOCUS: ACCESSIBILITY - Providing Information

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implication	Time Plan	Monitoring (Who? How? When?)	Success Criteria
Improve the delivery of information to groups that is user friendly for people with disabilities	Make signs etc. more pictorial Use photographs of activities Differentiated curriculum activities e.g. information provided on audio tape, computer programmes with visual effects/sound. Large Print.	Advice from Physical/Sensory/Language& Communication/Traveller Support agencies Non LEA providers (e.g. Support groups such as The Autistic Society) Different learning styles	£100	Ongoing	Governors through classroom/ school visits	Strategies observed
Develop resources across the school that can support children and parents with disabilities	Information given to parent e.g. newsletter in big print/audio version	Attend LIFT meetings for advice and work with Disability 'LIFT ' Group Officer	£200	ongoing	Governors through monitoring	Evidence on website/ in information received
Communication with parents	Use Newsletter to raise awareness Be proactive in communication with parents to support home/school partnership Parent Meetings Use of sharing/class assemblies Use of text message service Use of letters to parents Staff availability in playground before and after school	Induction of new staff	£100	Ongoing	Questionnaire/written/ supported to parents annually to inform SIP - Governors	Articles in Newsletter, meetings for parents

FOCUS: ACCESSIBILITY – Physical Environment

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implications	Time Plan	Monitoring (Who? How? When?)	Success Criteria
Provide ramps to main classroom block – can be accessed from other areas	When planning additional or replacement accommodation give due consideration to ramped entrance	Cost of building work	Unknown	Unknown	Finance/Premises committee	Ramped access to building from both sides
Provide shower facility	When planning additional or replacement accommodation give due consideration to shower facility	Cost of building work	Unknown	Unknown	Finance/Premises committee	Shower facility in place
Plan emergency evacuation of premises for people with disabilities	Consult with appropriate agencies	Time	Unknown	Review with emergency procedure policy	H&S Governor	Plan in place

FOCUS: ACCESSIBILITY – Curriculum Access

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implications	Time Plan	Monitoring (Who? How? When?)	Success Criteria
Attend LIFT meetings for support and advice in reviewing the needs of children and to gain other agency support	<p>Identification of need by SENCO</p> <p>Complete relevant forms to aid gaining HNF to support children</p> <p>Links made with other agencies and Early Help Support</p>	SENCO to maintain	N/A	Ongoing	SENCO	<p>HNF agreed</p> <p>Other agency support provides support when needed</p>
Further develop differentiation by considering different learning styles	<p>Staff training – collaborate with ASPIRE</p> <p>Audit expertise within ASPIRE .</p>	Time for staff development/training	N/A	Ongoing	Governing Body	Knowledge of different learning styles evidenced in class planning
Maintain level of relevant training to teaching & non teaching staff	Identification of need by SENCO	Access training	Course fees/supply cover	Ongoing	SENCO	Staff expertise matches need
	Work with Pre-School and Secondary Staff on transfer information	HT/staff time	Release time for staff	Summer term-	HoS	Transfer information available to YR teacher/SENCO
Behaviour Management	<p>Use of zoned areas and quiet calm area.</p> <p>Include a friendship area for those children alone at playtimes</p>	<p>Maintain Staffing levels at lunchtime</p> <p>Co-ordinator/ staff training</p> <p>Equipment to implement</p>	£250 – equipment.	Ongoing	HoS	More engagement on playground/less behaviour issues and accidents

STATUTORY

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	Develop playground area linked to child requests/work completed by School Council to make playtimes more engaging	Staff Induction			School and/or governors through child questionnaire	Children are showing more empathy with others resulting in greater tolerance
	Training for lunchtime supervisors to engage in play activities	Staff induction/training				
	Continue to embed new behaviour policy across school	Staff induction		Ongoing	Governors in HoS report	SIMS monitoring shows low level of behaviour incidences
Attendance	Review of policy as agreed in policy monitoring schedule			Ongoing	Admin//HoS/ Governors	Absence levels reduced and is consistent with/above national average <i>Evident overtime in data</i>
	Weekly monitoring of attendance and follow up Reports to Governors in HoS report	2 hours per week clerical time				

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	<p>Establish good relationships with all parents (using induction meetings & communications to reinforce values) Home/School Agreement</p> <p>Ensure parents are kept up to date with child's attendance if it falls below 90% or there are repeated absences</p> <p>Punctuality and attendance letters sent out as appropriate – follow up with EWO/Early Help support if necessary</p>	<p>Training for Admin re attendance</p>			<p>School and/or governors through parent questionnaire</p>	<p>Questionnaires show that parents are happy with the school and the information it gives to parents</p> <p>Attendance supported by EWO improves</p>
	<p>Outside agency support Work with attendance officer (LA) Training for office staff – kept up to date with policy and practice</p>	<p>Liaison time</p>				

STATUTORY

Action	Strategies	Resources: training, staff development, supply costs, equipment, materials etc.	Financial implications	Time Plan	Monitoring (Who? How? When?)	Success Criteria
	<p>Positive reinforcement e.g. awarding certificates. Class Attendance Ted and Punctuality Pete weekly awards, Termly attendance certificates awarded.</p> <p>Certificates showing percentage of attendance each term and highlighting if this is good or could be better</p>	<p>Stickers, book award termly</p> <p>Cost of office staff time and printing of certificates</p>	<p>£10/term</p>			