

**Western Primary School: Accessibility Plan 2021-23**

This Accessibility Plan covers the period from October 2021 - September 2023.

At Western Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their race, language, gender, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and to developing a culture of awareness, tolerance and inclusion. Our commitment to this is outlined in our Equality and Diversity Policy and Single Equality Plan.

Within our school population, including staff, pupils, parents and carers, we have individuals with a range of special needs and disabilities. These include hearing impairment, moderate learning difficulties, language and communication difficulties, physical disability and needs relating to social, emotional and mental health.

Western Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Accessibility Plan with relevant actions to:

· Increase access to the curriculum and breadth of learning opportunities

· Improve communication with children and their families.

Attached is a plan relating to these aspects of accessibility. These plans will be reviewed and adjusted every two years, or sooner, should the needs of stakeholders change significantly.

It is acknowledged that there will be a need for ongoing awareness raising and training for all staff and governors in the matter of accessibility and the potential need to inform attitudes on this matter.

1. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

· Health and Safety

· SEND report and the Local Offer

· Behaviour for Learning

· School Improvement Plan

· School Prospectus and Vision Statement

· Assessment for Learning

· Single Equality Plan/Equality and Diversity Policy

2. The school will work in partnership with the LA in developing and implementing this plan. This document should be read in conjunction with the LA’s Accessibility Strategy 2020-2024.

3. This plan will be monitored through the Operational Governing Body

**Western Primary School: Accessibility Plan 2021-2023**

**Increase Access to the Curriculum and learning opportunities**

| **Aim** | **Current good practice** | **Objectives** | **Action to be taken** | **Timeframe** | **Achievement** |
| --- | --- | --- | --- | --- | --- |
| Increased awareness of impact of SEN on access to learning | SENCo and SLT think cohesively about the importance of this approach and SEN forms part of every decision made in schoolStaff have an interest in SEN and many access additional training in their own timeSENCo has very strong relationships with outside agenciesJoint working between SENCo and CGS Lead ensure an holistic approach to support | Improved teacher knowledge of most common SEN’sImproved target setting on SEND plansUse of Graduated approach to become integral part of School Local Offer | Provide training for staff and pupils (where appropriate) on SEMH, dyslexia, Autism spectrum disorders and Language and CommunicationIntegrate use of Graduated Approach across the whole schoolSENCo to deliver training on importance of relationships in the classroom for supporting SEN | By July 23 | Teacher skill level and confidence will have increased which in turn will improve individual target setting and daily learning experiences for all children with SENAttainment gap narrowed between SEND and non SEND pupilsInclusive practise evident in book scrutinies and Learning Walks |
| Improved, targeted support for children with SEND. | All staff have received training on setting SMART targetsSENCo and Assistant SENCo support reviews and new target setting where neededNew SEND Plan was introduced in July 21 in preparation for new academic year | Use new SEND Plans to include stronger parent and pupil voiceMaintain support for teachers to create SMART targets for maximum impact | Pupil Voice should be added to plan with support of the teacherAdapt and add to pupil section at each reviewUse pupil section to aid transition to next school year | 4x per year at SEND Reviews | SEND targets will impact positively on the achievement of children with SEND.Staff will feel confident in creating SMART targetsPupils will feel listened to and understood and empowered in target setting |
| Use OOHL to enhance the experiences of most disadvantaged children | Pre Covid a wide variety of OOHL opportunities were availableOOHL timetable has recently begun again with Phase groups | Provide OOHL opportunities to children in receipt of Pupil Premium before they are offered to wider cohort | Create termly OOHL programmeUse school app to offer sessions to Pupil premium children in the first instance | Termly. | The most disadvantaged children will have a broader learning experience by accessing OOHL |
| Support children with SEMH issues to access learning and attend school | Mental health and Wellbeing is a core focus for the school presentlyMental health champion appointed and enrolled on Senior Mental Health Lead trainingJoint working between CGS and SEND ensure a holistic approach to learning3 Trained Mental Health First AidersMulti levelled approach to support means that children receive the level of support they needAccessing counselling servicesThrive approach being developed in school | To support all children to access learning and school on a daily basisEnsure children feel safe and happy coming to schoolLessen the impact of mental ill health on educationWork with families to ensure a cohesive approach  | Maintain joint working relationships between CGS and SEND to fully support children and familiesAccess outside agency support where needed ie Counselling, CAMHSMHFA’s attend Network meetingsMaintain multi levelled approach to support and increase/decrease support as neededTwo further members of staff to be Thrive trainedStaff training to ensure staff understand impact of mental health and wellbeing on accessing learning | 21-23 | Mental health and wellbeing will be central part of ethos at WesternChildren will feel happy coming to school and know how to access support if neededLevel of support will match level of needThrive will be fully embedded in school practise  |
| Develop strategies to engage EAL pupils and their families in the curriculum. | String existing relationship between school and EMTASSENCo has sound knowledge of referral process and commissioning of EMTAS service | Further develop relationship between school and EMTAS to provide in school support to children with EALUse EMTAS materials in school where direct work from EMTAS can not be facilitated by the service due to capacity and remitContinue work in school once involvement from EMTAS has endedAccess materials and resources in a range of languages Access interpreters to support communication during TAF meetings to improve outcomes for families | Create resource bank from material supplied by EMTASUse EMTAS support in target setting for individual childrenWork alongside EMTAS TA to ensure their sessions enhance learning in school and is not separate to itAccess links provided by EMTAS for interpreters  | 2021-22 | EAL learners feel confident and secure in school and are making outstanding progress.Families feel supported, listened to and part of the decision making process |
| Pupils with medical needs are given full access to the curriculum | Medical needs are recorded and stored centrallyTeachers have access to medical information so aware of its impact on learning  | Adhere to Managing Medical Needs policy.Develop reactive Health Plans when needed to prevent negative impact on education and to keep children safe | Maintain medical records to ensure they are up to dateLearning Mentor to support families where medical need affects attendance  | Ongoing | As far as is practically possible, children with medical needs access learning and feel fully part of the school community |

**Improving Delivery of Written Information**

| **Aim** | **Current good practice** | **Objectives** | **Action to be taken** | **Timeframe** | **Achievement** |
| --- | --- | --- | --- | --- | --- |
| Key information can be accessed in different languages to enable access by EAL learners/parents | Use Google Translate where needed for immediate messagesSENCo link with EMTAS used to access translation servicesEMTAS has provided booklets for parents with links to support services in a range of languages | EAL parents/carers feel part of the school communityKey messages are passed on and understoodFamilies can access support in the wider community | Review publications and obtain translated documents. Secure translation services where appropriate.Make booklet available to all parents who need itUse translators at TAF meetings and parent meetings where needed | 2021-23 | Parents will feel well informedParents will feel part of day to day life in school |
| Handouts, textbooks, information etc. can be accessed in alternative formats such as large print, different colour paper etc. | Strong relationship between school and external agencies means that school can access support and materials when needed | Pupils with specific needs will be better supported. | Review children with existing needs and use specialist reports (e.g. from Dyslexia team, Visual Impairment team) to inform adaptations. | 2021-23 | An aware inclusive, tolerant schoolAchievement Gap narrowing between all children and children with SEND. |
| Communication to families will be provided at an accessible reading level in line with signs of safety. | Wide spread use of texts and school app to provide information | Improved access to information through continued development of appImproved accessibility to written communication from school by being in a user friendly format | All information to be given to parents via app and text service in first instanceEnsure website is kept up to date, in particular Wellbeing and CGS section where information changes quickly | 2021-2023 | Families feel informed, supported, listened to and part of the decision making process  |

Acronyms used in this document:

CAMHS - Child and Adolescent Mental Health Services

CGS - Care, Guidance and Support

EAL - English as an Additional Language

EMTAS - Ethnic Minority and Traveller Achievement Service

MHFA - Mental Health First Aider

OOHL - Out of Hours Learning

SEMH - Social, Emotional and Mental Health

SEN - Special Educational Needs

SEND - Special Educational Needs and Disabilities

SENCO - Special Educational Needs Co-ordinator

SLT - Senior Leadership Team

SMART - Specific, Measurable, Achievable, Realistic and Timely

TA - Teaching Assistant

Reviewed on 11 January 2022

Ratified by the Governing Body on 26 January 2022