



## South Marston CofE School Accessibility Plan 2019 - 2023

### **Increasing the extent to which disabled pupils can participate in the Curriculum at South Marston CofE School.**

	Targets	Strategies	Outcome	Timeframe	Goals achieved	Review 2021
Short term	To liaise with Parents, School Nursing Service and/or other professionals to review intake for September.	To identify pupils who may need additional to or different from provision for September intakes.	School and staff prepared and confident for new pupils.	July for each new Sept intake.	Procedures/equipment/ ideas in place for September.	
Short term	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel. Annual training from school nurse.	Staff confidence and training needs met.	Ongoing	Clear collaborative working approach.	



Short term	Develop involvement and information gathering.	The head teacher will act on any concerns reported by teachers, senior leaders, SENCo, Local Board Members, children and parents to check for any discrimination or extra support required. The head teacher will report to the Local Board if any changes are needed.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of all pupils' needs with regards to accessing the curriculum.	Termly	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.	
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Short term	Identify need for appropriate ICT support systems and provide ICT equipment as necessary.	Teachers and SENCo to assess as need arises.	All children will have access to ICT equipment in school.	Termly	Removing barrier to learning.	
Short term	Provide TA support for subjects such as DT, Swimming and PE. (This will be in conjunction with school budget limits. Identified need will be assessed as appropriate)	Each teacher to assess as need arises.	Child will be given 1:1 or small group support to teach if appropriate.	Termly	All children achieve full academic potential.	



Short term	Provide Intervention/TA support for Maths and English. (This will be in conjunction with school budget limits. Identified need will be assessed as appropriate)	Teacher to assess suitability of 1:1 or small group support.	TA's confident and competent in providing appropriate teaching and support to all pupils' in Maths and English.	Termly	All children achieve full academic potential.	
Short term	Ensure inclusion always takes place for after school clubs, extra-curricular activities.	Use of teaching assistants to support.  Flexible use of hours to achieve this.	Inclusion in all clubs.	Ongoing, reviewed three times a year when clubs change.	All children are fully included and are able to take part as fully as possible.	
Short term	Ensure inclusion always takes place for sporting events.	Use of teaching assistants / teachers to support children with disabilities. Flexible use of hours to achieve this. Inclusive sports day including competitive sports as well as non-	Inclusion for all sporting events.	Inclusion is considered when each sports event is planned.  Sports Day reviewed	All children are fully included and are able to take part as fully as possible.	
		competitive style sports to suit everyone.		annually to meet the needs of current pupils.		



Medium Term	To review attainment and progress of all SEND pupils.	SENCO/Class teacher meeting/pupil progress Scrutiny of assessment data. Regular liaison with parents. Interventions updated regularly.	Close monitoring of pupil's progress to ensure progress for all pupils.	3 x year (progress meetings) Termly intervention updates.	Progress made towards provision mapping. Provision mapping shows clear steps and progress made.	
Long Term	Ensure inclusion always takes place during school trips, including residential visits for children with a range of disabilities.	1:1 support is always sought. Considerable liaison with Residential centre staff regarding designing a programme.  Use of mobility aid/'off road' mobility vehicle if appropriate.	Inclusion in all trips.	Ongoing Residential trips reviewed annually.	All children are fully included and are able to take part as fully as possible.	



## South Marston CofE School Accessibility Plan 2019 - 2023

### Improving the Physical environment of South Marston CofE School to increase access to education by disabled pupils.

	Targets	Strategies	Outcome	Timeframe	Goals achieved	Review 2021
Short term	Regularly review fire evacuation procedures in line with Personal Evacuation. Plans to ensure as children move up the school provision is at least adequate.	H&S LB member & HT x3 annually walk around to identify potential barriers.  Class teacher / named TA review internal practices termly.	All children and staff able to evacuate safely and in good time.	At least annually.	Accessibility and safety for all.	
Short term	Undertake Health and Safety inspections 3 times a year.	H & S walk with H & S lead and Local Board member.	Findings reported to Head teacher and Local Board.	Termly	Physical environment improved and safety maintained.	
Short term	To liaise with Parents, School Nursing Service and/or other professionals to review intake for September.	To identify pupils who may need additional to or different from provision for September intakes.	School and staff prepared and confident for new pupils.	July for each new Sept intake.	Procedures/equipment/ ideas in place for September.	



## South Marston CofE School Accessibility Plan 2019 - 2023

### Improving the Delivery of Written information at South Marston CofE School to disabled pupils / students and parents / carers.

	Targets	Strategies	Outcome	Timeframe	Goals achieved	Review 2021
Short term	Availability of written material in alternative formats when specifically requested.	<p>The school will make itself aware of the services available for converting written information into alternative formats as the need arises.</p> <p>The vast majority of communications are available electronically and can therefore be viewed as a larger print, or converted to audio using home software.</p>	The school will be able to provide written information in different formats when requested for individual purposes.	Ongoing	Everyone is able to access information easily.	



Medium Term	Curriculum materials / writing frames / worksheets are produced using an acceptable size of font which is also clear for children.	Teachers / TAs modify teaching materials as needed for individual children.  Extra-large size print SATS papers are ordered if required.	All children able to access curriculum materials.	Ongoing	No barriers to achievement in terms of curriculum materials provided.	
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