

Prior's Mill Church of England Primary School Accessibility Plan - September 2024/25

Plan agreed: September 2024

Plan Review: September 2025

Lead member of staff: Richard Linsley

Aims and Objectives

We aim to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of children. This policy focuses on children with a disability within our school. The National Curriculum is our starting point for planning a curriculum that meets the needs of all our children.

We meet these needs through:

- setting suitable learning challenges
- responding to the children's diverse learning needs
- providing for other curricular needs outside the N.C. to meet the needs of individual or groups of children

Educational inclusion:

- We aim to offer excellence to all our children, whatever their abilities or needs
- We have high expectations of all our children
- We aim to achieve high standards by striving to remove barriers to learning and participation
- We aim to ensure that all our children feel they are a valued part of the school community

Through appropriate curriculum provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- have different strategies for learning
- have different rates of acquiring, assimilating and communicating information
- need of a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with language, communication and literacy
- planning to develop children's understanding through the use of all their senses and experiences
- planning for children's full participation and learning in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals manage their emotions and to take part in learning

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Focus	Targets	Actions	Timescale	Resources	Responsibility	Monitoring
Access to curriculum	To ensure all staff are aware of their pupils needs.	<ul style="list-style-type: none"> • CPD training, including those specific to needs of the individual, including training from SALT, OT and Teacher of the Deaf. • Effective transition meetings in place to ensure staff have detailed handovers to be aware of pupils needs. This is for internal transition between year groups and for Y6 to Y7 secondary transition. • Mental health and wellbeing survey to understand social and emotional needs of pupils. 	September 2024 – reviewed on a termly basis	<ul style="list-style-type: none"> • CPD costs • SENDCo release time • Continued CPD for Mental Health and wellbeing leads 	HT/SENDco SLT/Class Teachers Mental health and wellbeing leads	HT & SLT Governors
	Ensure that ongoing curriculum developments are fully accessible to all pupils, including those with any type of difficulty or disability.	<ul style="list-style-type: none"> • New curriculum developments reflect the school's commitment to access for all. • RSHE curriculum to ensure disability awareness is taught effectively. • Enhanced 	Ongoing through 2024/25- see curriculum development plans. RSHE developed in	<ul style="list-style-type: none"> • Resources, including human, to enable access where required. • Continued CPD for RSHE lead. • Staff Meetings 	SENDCo HT Curriculum leads	HT & SLT Governors

		<p>prevalence of the protected characteristics around school so both children and staff are aware of disability as a protected characteristic.</p> <ul style="list-style-type: none">• Timetable adaptations used as necessary.• Staff to consider access arrangements for daily work and for formal examinations (SATs, Phonics check, Times Tables check).	Autumn Term			
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	<p>Ensure effective use of resources, including specialised equipment, has a positive impact on access to the curriculum for all pupils.</p>	<ul style="list-style-type: none"> Resources in place to support individualised needs, e.g. specialist tables, elevated adjustable desks, wobble seats, coloured overlays, iPads, pencil grips. Screen mirroring technology to be available for those with visual impairment if required. CPD for staff to ensure correct and effective use of specialised resources. 	<p>September 2024 – reviewed on a termly basis</p>	<ul style="list-style-type: none"> Costs for specialised resources. CPD costs 	<p>SENDCo HT</p>	<p>HT & SLT Governors</p>
<p>Physical</p>	<p>To consider the needs of all pupils when enhancing outdoor areas.</p>	<ul style="list-style-type: none"> Ensure plans for the outdoor areas take into account the needs of all pupils. 	<p>December 2024</p>	<ul style="list-style-type: none"> Additional funds from school budget used to adapt provision, as needed. 	<p>HT EY lead SLT SENDCo</p>	<p>HT & SLT Governors</p>

Awareness and Attitudes	To introduce new resources/initiatives to raise awareness of disabilities.	<ul style="list-style-type: none"> • Introduce disability sports activities, e.g. wheelchair basketball, goal ball or boccia for UKS2. • Working with GoWell partnership to deliver disability sports to children with disabilities as well as wider groups. • Explore different aspects of disability through worship themes and PSHE. • Introduce texts into library and curriculum, which raise awareness of disabilities. 	Ongoing	<ul style="list-style-type: none"> • Resource costs of introducing disability sports activity in UKS2. • CPD for sports coach/sports apprentice. • Texts to raise awareness of disabilities, including Little People, Big Dreams books. 	SLT GF SENDCo	HT & SLT Governors
	Continue to Embed RSHE curriculum across School.	<ul style="list-style-type: none"> • Staff continue to integrate RSHE year group expectations into curriculum planning. 	Autumn 2024	<ul style="list-style-type: none"> • Continued CPD for GF • CPD for staff • Resource costs to ensure effective delivery. 	GB HT	HT & SLT Governors

Communication	Ensure parent communications are available across a range of media and accessible for those with disabilities.	<ul style="list-style-type: none"> • Identify any additional needs • Staff to arrange for specific type of communication to be made available 	As children start school		KM AH	HT/DHT
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