

## MARKEATON PRIMARY SCHOOL ACCESSIBILITY TARGETS 23/24



**1. Increase access to the curriculum by reducing and eliminating barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with a disability or medical need.**

TARGETS	Lead Person	Strategies	Timescale	Success Criteria	Monitoring Procedures
<ul style="list-style-type: none"> <li>To liaise with parents/carers and nursery providers/schools to review potential intakes.</li> </ul>	SENDCO.  FS2 Leader.  TAs/Class  Teachers if in year transfer.	<ul style="list-style-type: none"> <li>Identify pupils who may need additional or different provision from entry.</li> <li>Ensure any information from feeder nurseries and schools is received and distributed.</li> <li>Meet with parents of disabled pupils whenever necessary to help plan for intake.</li> <li>Visit pupils in nursery/school settings when appropriate.</li> </ul>	April to June for FS2.  On-going yearly	Procedures, equipment and reasonable adjustments in place for new intake in September.  Procedures, equipment and reasonable adjustments in place for new starters.	Review pupil intake.  Seek parent/pupil voice when appropriate.  Class Teacher and Teaching Assistant feedback.  Pupil progress and attainment.  Feedback from support agencies.

TARGETS	Lead Person	Strategies	Timescale	Success Criteria	Monitoring Procedures
<ul style="list-style-type: none"> <li>To review all statutory policies to ensure that they reflect inclusive practice and procedure.</li> </ul>	Subject Leaders  HT	<ul style="list-style-type: none"> <li>To comply with Equality Act 2010.</li> <li>At policy reviews ensure subject leaders are mindful of access plan.</li> </ul>	On-going	All policies have been reviewed with inclusion in mind.	Governing Body to monitor at Governors meetings when policy reviews are completed.
<ul style="list-style-type: none"> <li>To establish and maintain close liaison with outside support agencies for pupils with on-going health needs e.g. severe asthma, epilepsy, diabetes, or mobility issues.</li> </ul>	SENDCO  Class Teachers	<ul style="list-style-type: none"> <li>Meetings are arranged to include support personnel.</li> <li>Healthcare plans drawn up by health professionals when appropriate.</li> <li>Actively seek advice from support agencies.</li> </ul>	On-going	Ensure collaboration between all key personnel to effectively meet the needs of the pupil.	Clear collaborative working approach.
<ul style="list-style-type: none"> <li>To ensure full access to the curriculum for all children.</li> </ul>	SENDCO  HT	<ul style="list-style-type: none"> <li>Differentiated curriculum with alternatives offered.</li> <li>Use of alternative assessment methods to assist in developing learning opportunities for children.</li> <li>Use of a range of support staff including specialist support staff.</li> </ul>	On -going		Planning scrutiny.  Book scrutiny.  Lesson Observations

TARGETS	Lead Person	Strategies	Timescale	Success Criteria	Monitoring Procedures
		<ul style="list-style-type: none"> <li>Multimedia activities to support most curriculum areas.</li> <li>Use of specialised equipment.</li> <li>Use of adapted equipment.</li> </ul>			
<ul style="list-style-type: none"> <li>Map attainment and progress of SEND and vulnerable children.</li> </ul>	SENDCO	<ul style="list-style-type: none"> <li>Internal tracking data and systems (MAGs) alongside use of new LA SEND Assessment Tool (Sept 2021) and Birmingham Toolkit.</li> </ul>	Half termly	SEND children make better progress than non-national children	<p>Data review half termly.</p> <p>Teacher/SENDCO/Assessment/HT coordinator meetings termly.</p> <p>Appraisal reviews.</p>
<ul style="list-style-type: none"> <li>Promote a positive attitude towards disability within the school.</li> </ul>	All staff	<ul style="list-style-type: none"> <li>Create positive images through display.</li> <li>Assemblies.</li> <li>School Council.</li> <li>Inviting disabled visitors into school.</li> <li>Use of curriculum content to encourage the pupils to grow into adults who have some understanding</li> </ul>	Termly	Children speak positively about disability. Disabled children do not feel singled out and isolated. Non-disabled pupils show a responsibility to take the needs of disabled people into account.	Planning and curriculum content.

of the needs of  
disabled people.

- Fundraising events.

<ul style="list-style-type: none"> <li>To ensure that the medical needs of children are met fully within the capability of the school.</li> </ul>	<p>SENDCO</p> <p>HT</p>	<ul style="list-style-type: none"> <li>Training for appropriate staff.</li> <li>Parent meetings to discuss reasonable adjustments.</li> <li>Liaise with external agencies for support and advice.</li> </ul>	<p>On-going</p>	<p>Children with medical needs will have reasonable adjustments made for them so that they can access the school's curriculum and extra curriculum.</p> <p>Staff awareness is raised.</p>	<p>Medical healthcare plans are reviewed when necessary.</p> <p>Meeting minutes.</p>
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***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.***

TARGETS	Lead Person	Strategies	Timescale	Success Criteria	Monitoring Procedures
<ul style="list-style-type: none"> <li>Improve the physical environment of school.</li> </ul>	<p>HT</p> <p>Site Manager</p>	<ul style="list-style-type: none"> <li>The needs of pupils, staff and visitors will be taken into account when planning and undertaking improvements and refurbishments of the site and premises. This will include lighting, improving access (ramps, wide doors), colour schemes and dampening of noise.</li> <li>The school currently has an enhanced resource facility for the visually impaired</li> </ul>	<p>On-going</p>	<p>Improved access for all.</p>	<p>Health and Safety and Premises review to specifically focus upon improving access.</p> <p>Monitor risk assessments if completed and adapt as necessary.</p>

		<p>and specific adaptations are necessary to ensure access for these children (highlighted step edges, placement in class).</p> <ul style="list-style-type: none"> <li>• Complete access plans for specific children if needed.</li> <li>• Complete risk assessments for individual children to ensure reasonable adjustments are made.</li> </ul>			
TARGETS	Lead Person	Strategies	Timescale	Success Criteria	Monitoring Procedures
<ul style="list-style-type: none"> <li>• Ensure parents and carers of disabled children are involved in decision making about their child.</li> </ul>	<p>HT SENDCO Class Teachers</p>	<ul style="list-style-type: none"> <li>• Utilise disabled parking space for drop off and collect.</li> <li>• Arrange interpreters and signing if appropriate.</li> <li>• Telephone call home to explain letters if needed.</li> <li>• Help to complete paperwork if needed.</li> <li>• Parents invited to planning meetings and their views and concerns listened to, and where appropriate acted upon.</li> </ul>	<p>On-going</p>	<p>Parents feel confident in the provision for their child.</p> <p>Collaborative approach to planning of provision for disabled children/children with medical needs.</p>	<p>Assertive Mentoring meetings</p> <p>Meetings with parents.</p>

<ul style="list-style-type: none"> <li>Continue to develop playground and outdoor play facilities and ensure that driveway, roads and paths around school are as safe and accessible as possible.</li> </ul>	HT Site Manager	<ul style="list-style-type: none"> <li>Health and safety check.</li> <li>Consideration of access for all future planned work and adaptation of existing facilities if possible and needed.</li> </ul>	As from Oct	Better access for disabled children, staff and visitors to school.	Access reviewed yearly.
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**3. To improve the delivery of information to disabled pupils, parents and visitors.**

TARGETS	Lead Person	Strategies	Timescale	Success Criteria	Monitoring Procedures
<ul style="list-style-type: none"> <li>Improve access to information for pupils.</li> </ul>	SENDCO Class Teachers Governors	<ul style="list-style-type: none"> <li>Use of symbol software to support learners if appropriate.</li> <li>Advice from support agencies e.g. Visually Impaired resource officer</li> <li>Font sizes, IWB background colours, sheets printed upon buff paper.</li> <li>Audit of signage around school to ensure that it is accessible to all.</li> </ul>	On-going	Use of symbol software for particular children raised attainment and progress.  Strategies from advice from Support Services are put into place and children have greater access to information.  Signage is clear.	Classroom observations.  Learning Walks.  Work scrutiny.  Intervention tracking.  Data tracking.
<ul style="list-style-type: none"> <li>Improve access to information for parents, carers and visitors.</li> </ul>	HT	<ul style="list-style-type: none"> <li>Provide assistance when requested e.g signing for hearing impaired, guide for</li> </ul>	On-going	All parents, carers and visitors have fuller access	Records kept of adjustments made.

	Admin Staff  Class Teachers	visually impaired at any meetings. <ul style="list-style-type: none"> <li>• Large print/ coloured buff paper used when requested.</li> <li>• Information is posted upon the website.</li> <li>• Follow up telephone call for parents/carers who may need assistance to access written information.</li> <li>• Confidential information for admin staff to refer to.</li> </ul>		to information.	
<b>TARGETS</b>	<b>Lead Person</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring Procedures</b>
<ul style="list-style-type: none"> <li>• Review children's records and TSRs (See SEND Policy) ensuring awareness of any disabilities.</li> </ul>	SENDCO  Team Leaders	<ul style="list-style-type: none"> <li>• Termly TSR reviews</li> <li>• Description of needs completed on entry and review termly for amendments.</li> <li>• Record passed to each new Teacher.</li> <li>• Briefing at beginning of new term for all staff. Additional briefings for new starters in academic year.</li> <li>• Medical forms updated</li> <li>• Personal healthcare plans requested annually from medical professionals and shared with staff.</li> </ul>	Termly  Termly reviewed  Yearly on-going  Yearly on-going	Staff aware of any medical or disability of children in school.	TSRs.  Pupil voice.  Parent voice.  Staff voice.   Up to date medical healthcare plans.



<ul style="list-style-type: none"> <li>School record system to be reviewed termly and new information added when necessary.</li> </ul>	Admin Staff SENDCO Team Leaders HT	<ul style="list-style-type: none"> <li>Integris termly updated.</li> </ul>	Termly On-going	Effective communication of information about disabilities throughout the school.	Integris summary printouts
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