



# **Accessibility Plan**

**Autumn 2022**

***Rise to the Challenge***

# Accessibility Plan

Responsibility of:	Business Committee
Authorised by: <i>Chair of Committee</i>	Matt Williams
Adopted by Governing Body: <i>Date of FGB meeting</i>	23 <sup>rd</sup> October 2022
Authorised by: <i>Chair of Governors</i>	Kevin Collins
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## Convention on the rights of the child

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child.

In this policy, we are working towards the following article:

Article 23 (children with a disability): A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

## Background

The Equality Act 2010 replaced all previous anti-discrimination laws with one single act. This included the 1995 Disability Discrimination Act. The effect of the law is the same as in the past. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. Schools cannot unlawfully discriminate against pupils because of '*sex, race, disability, religion or belief and sexual orientation.*'

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Head Teacher / Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Additionally, where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents. Alongside most other schools, our school has disabled, pupils, staff members and users.

The Accessibility Plan is a statutory document for schools. The Plan must be reviewed every three years and approved by the Governing Body. At Foxton Primary School, the head teacher will be responsible for reviewing the accessibility plan and it will be evaluated by the relevant Governors' committee.

## **Special Educational Needs Guidance**

In this policy, '*special educational needs*' is defined as a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **Definition of Special Educational Provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Foxton Primary School has adopted this accessibility plan in line with the school's **Special Educational Needs, Disability and Inclusion Policy** with the aim of ensuring that our

school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our Special Educational Needs, Disability and Inclusion Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). The school also publishes equality information and objectives and has a single equalities policy. These explain how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our Special Educational Needs, Disability and Inclusion Policy for an outline of our full provision to support pupils with SEND.

Our school's equality objectives and statements and single equalities policy can be found on the Equality and Diversity Duty on the school website. Our schools Special Educational Needs, Disability and Inclusion Policy and the SEND Information Report for parents can be found on the SEND section of our website.

## **School Context**

We are a Leicestershire County Council Funded Primary school for children of the age range 4 to 11 years. The school comprises of one building covering a good size site which is all on one level. The school has been extended and modernised with access arrangements kept at the forefront of any works carried out. There is a specific wheelchair access into the hall and Year 5/6 cloakroom, whilst the front of the building also provides flat access. All doors into and within the school are wide enough for wheelchair access. Wheelchair access to the disabled toilet is available from all classrooms and from the main school office.

## **Purpose and Direction of the Accessibility Plan**

At Foxton Primary School we are committed to working together to provide a stimulating and challenging learning environment where all children can develop and grow and have high aspirations for their future. We believe that children should feel happy, loved, safe and valued so that they gain a respectful, caring attitude towards each other and to the wider community.

- Our Accessibility Plan has been developed based upon information supplied by the Local Authority, and in consultations with pupils, parents, staff and governors of the school. Where relevant other, outside agencies and specialists have also been consulted. The plan is for a three-year period.

- Foxton Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, social, and cultural needs. We are committed to taking positive action in response to disability and to developing a culture of inclusion, support and awareness within the school.
- Foxton Primary School's Accessibility Plan outlines how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe. It anticipates the need to make reasonable adjustments to accommodate their needs where practicable.
- The Accessibility Plan contains relevant and timely actions to increase access to the curriculum for pupils with a disability and expand and adapt the curriculum as necessary to ensure that pupils with a disability have equal access to curriculum opportunities. It covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school community and cultural activities or schools visits. It includes the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- It covers maintaining access to the physical environment of the school, adding specialist facilities as necessary.
- It will consider improvements to the delivery of written information to pupils, staff, parents and visitors with disabilities, including letters, hand-outs, timetables and information about the school and school events.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Medical Policy
- Staff Handbook
- School Development Plan
- Special Educational Needs, Disability and Inclusion Policy
- SEND Information Report
- Equality and Diversity Duty

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the school's governing body.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. Impact assessments will involve disabled people at an appropriate point.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **Aims and Objectives**

### Our School Mission Statement:

*'Together, we strive: to provide a highly stimulating and caring environment where all members of the school can achieve their best potential; to have an innovative approach to curriculum design and personalise learning; to support access and achievement for all groups of pupils and staff and reject discriminatory practices.'*

### Foxton Primary School Aims:

We endeavour to have:

- **Confident individuals who lead safe, happy and healthy lives.**
- **A community where all feel included, valued and supported.**
- **Responsible citizens who make a positive contribution.**
- **Enthusiastic, successful learners who achieve & enjoy school.**

### School Motto:

*"Rise to the Challenge."*

### Our SEND Vision:

*'Here at Foxton Primary School we believe in creating an inclusive environment where the child is at the centre of everything we do. We aim to provide a welcoming environment whereby children feel happy, safe and secure when they are in school. Through quality-first teaching, children will be given the opportunity to achieve their full potential across all area of learning through outcomes that are challenging yet attainable. Every child should be given an appropriate level of support but at the same time be encouraged to become independent and life-long learners. There should be good communication, support and guidance working in partnership with young people, their parents and families.'*

Our school accessibility plan aims are to:

- **Increasing the extent to which disabled pupils can participate in the curriculum**
- **Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and**
- **Improving the availability of accessible information to disabled pupils**



## **Current Good Practise**

We aim to ask about any disability or health condition in early communications with new pupils, parents and carers.

Disabled staff are identified through self-declaration and through recruitment and selection procedures.

We will aim to make reasonable adjustments for all visitors to our school when prior knowledge of an individual's needs is unknown.

## **Gathering Parent Views on Current Good Practice**

Parents and families of pupils with medical conditions such as cystic fibrosis have said that they welcome the schools approach to always consulting about additional curriculum experiences and adapting or changing school visits as needed.

Parents of pupil with additional needs that require a number of different agencies working in school have said that the school values these adults and works with them as part of a team.

Parents of pupils with more complex needs, such as Down's Syndrome have praised the schools approach to raising awareness and celebrating diversity, particularly the school's special awareness raising event days.

Parents and families of pupils with communication needs, such as the support of visual aids, have appreciated the fact that the use of this is becoming embedded across many areas of the school.

Parents of pupils with visual impairment have been positive about the person- centred review process and their access to information through a range of adapted resources.

Parents and carers of pupils who are looked after children (LAC) have praised the schools' commitment to education around mental health. They have appreciated the reasonable adjustments made to policies and the additional support, for instance from the school ELSA.

Parents have said that they welcome the access to additional agencies in school, such as ADHD solutions and Autism Outreach. They have praised the school for SEND drop in sessions for parents and the inclusive welcoming environment we have created through excellent communication and an open-door policy.

Parents of some pupils with education, health and care plans have described the positive impact of the person-centred and holistic approach we offer.

## **Physical Environment:**

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat with ramps available to make the grounds almost completely accessible to wheelchair users (exception of wider school premises and field etc.)
- Wheelchair access to all buildings that are used day-to-day.
- 1 disabled car park space by the ramped entrance to the front door of the School.
- Disabled toilet facilities are available with wheelchair access.
- Adapted / specialised furniture provided to meet individual needs where necessary.
- Alternative provision space for small group work and individualised work for targeted high needs learners in the school's Inclusion Hub. An ELSA / Counselling / SaLT room for pupils with a range of needs.
- There is a plan for developing the outdoor learning environment to enhance pupil's health and well-being.
- Communal spaces are 'clutter-free' to facilitate easy movement around the buildings
- Disabled pupils participate in extra-curricular activities. Pupils with social interaction impairments are helped to participate in lunch and break times through additional adults including the school ELSA, through clubs and through the school's lunchtime provision.
- Pupils with medical needs are enabled to take part in school trips and visits, including residential visits.
- Disabled toilet facilities have been adapted with images of animals to offer a 'safe' toilet environment for a pupil with high levels of anxiety.

### Curriculum:

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SENA, Early Years and Specialist Teaching Teams.
- Liaising with external service and agencies regarding individual pupils to support all areas-physical, sensory, learning, behaviour - making use of:
  - outreach schools (Oakfield and Birkett House)
  - health support (including speech and language, school nurse and care navigators, counsellor and therapy services, paediatricians, occupational health and physiotherapy),
  - educational psychologists (including independent),
  - teaching alliances
  - social services
  - independent providers and charities
- Using specialist trained learning support assistants and teachers to support learning and to give pastoral and inclusion support e.g. school ELSA, literacy specialist.
- Organising Learning Support Assistant (LSA) deployment to cover a mix of curriculum and learning needs.

- Ensuring that where appropriate, pupils have access to internal assessments facilitated by provision of extra time, readers etc.
- Provision of disability specific, specialist resources, available to support individual pupil needs.
- Setting clear outcomes and objectives that are appropriately differentiated for individual pupils.
- Ensuring that parents / pupils are included in the target setting process.
- Using additional scales where appropriate to measure progress and achievement of individual pupils, and to facilitate the setting of individualised targets with an element of challenge.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing a Restorative Approaches ethos within school whereby pupils are able to reflect on their actions and take steps to resolve any issues that may have occurred.
- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Up-to-date and outward looking, partnership forming school including, a SENCO that has carried out SEND Reviewer training, SENCO.Net meetings and South Leicestershire Collaborative Partnership of schools, behaviour forums, lead practitioner meetings for autism, learning support consultations, ELSA network, autism LSA networks, etc.
- Recent training has taken place in SEND, Mental Health first Aider Training (2 adults), Cued Articulation, SaLT Provision, SEND Reviewer Training, etc.
- The school has wider policies to support other issues which affect the participation of disabled pupils, for example: bullying and peer relationships. The school has clear policies on the administration of medicines and the provision of personal care.

Information:

- Visual timetables and information supported by signs / symbols for targeted pupils.
- Home-school books for targeted children to ensure effective communication.
- Provision of verbal or large print information for targeted pupils or parents.
- Text messaging to parents
- Different forms of communication are made available where needed to enable all disabled pupils to express their views and to hear the views of others.
- Information sharing amongst staff and from agencies is improved through the use of electronic systems including CPOMs, and SEND files for pupils available to staff on the school server (secure).

## **Access Audit**

The school is a single storey building with wide corridors and several access points from outside and wide door access to all rooms. The hall areas are accessible to all. On-site car parking for staff and visitors includes one dedicated disabled parking bay.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and is fully accessible to wheelchair users. There are disabled toilet facilities available, at the front of the school building, which is fitted with a handrail and a pull emergency cord.

## **Management, Co-ordination and Implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Leicestershire Local Authority and South Leicestershire Collaborative Partnership of schools.

**Access to and Participation within the Curriculum**  
**Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum**

Areas for Improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
<p>To ensure that all pupils are enabled to participate in the school curriculum.</p>	<ul style="list-style-type: none"> <li>▪ Nursery visits prior to entry</li> <li>▪ Outside agency, Early Years advisors' meetings as needed</li> <li>▪ Person centred reviews and reviews of EHCPs</li> <li>▪ Ongoing identification procedures</li> <li>▪ Ongoing liaison with health and other outside agencies, OTs and speech and language</li> <li>▪ Commission STS services e.g. Autism Outreach, Hearing Impaired Support</li> <li>▪ Continue to signpost pupils / parents to ADHD solutions when on the pathway or diagnosed</li> <li>▪ Continue to signpost families and young people to outside agencies as necessary – i.e. Relate, Laura Centre, Early Help and other wellbeing services</li> <li>▪ Links with social services and virtual schools</li> <li>▪ Consolidate mental health support and look at further staff training</li> </ul>	<p>Additional equipment as needed</p>	<p>SENCO Head Teacher Teachers</p>	<p>Ongoing</p> <p>Short Term: Clear planning for additional agencies including roles and responsibilities in terms of any changes</p> <p>Long term: Additional training around mental health to cement and embed wellbeing. Succession planning around areas of expertise and SEND teams</p>	<p>Head Teacher</p> <p>SENCO</p> <p>Monitored through:</p> <ul style="list-style-type: none"> <li>▪ Staff and pupil views</li> <li>▪ EHCP Annual reviews</li> <li>▪ Pupil progress analysis</li> <li>▪ Learning walks</li> </ul>
<p>To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.</p>	<p>Training Audit and Pupil Progress meetings to identify additional staff training needs.</p> <p>Annual training:</p> <ul style="list-style-type: none"> <li>▪ First Aid</li> <li>▪ Anaphylaxis</li> <li>▪ Asthma (updated as required)</li> <li>▪ Epilepsy (as needed)</li> <li>▪ Diabetes (specific pupils)</li> <li>▪ Annual teacher / TA training INSET</li> <li>▪ Hearing Impairment</li> <li>▪ Vision impairment</li> <li>▪ SaLT</li> </ul> <p>Keep up to date:</p> <ul style="list-style-type: none"> <li>▪ Down's Syndrome</li> </ul>	<p>Training time</p>	<p>SENCO First Aid Lead Head Teacher Teachers</p>	<p>Update annually</p> <p>Short term aim</p>	<p>Head Teacher</p> <p>EHCP reviews</p> <p>Training records</p>

	<ul style="list-style-type: none"> <li>▪ Autism</li> <li>▪ ADHD</li> <li>▪ Dyslexia</li> <li>▪ SLCN difficulties via links with SaLT</li> <li>▪ Dyspraxia</li> <li>▪ Toileting plans (as required)</li> </ul>				
To promote cultural capital, equality value, spiritual development, social responsibility, etc. To do this with particular regard to the nine protected characteristics of: age, disability gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.	<ul style="list-style-type: none"> <li>▪ Increase opportunities for cultural capital and exposure to Spiritual, Moral, Social and Cultural (SMSC) values</li> <li>▪ Challenge stereotypes and promote equality and diversity values.</li> <li>▪ Links to local and wider community</li> <li>▪ Links with other local schools to develop diversity and integration and for pupils to engage in the practices of other cultures and religions (Faith celebration days)</li> </ul>	Pupil Premium budgeting	Head Teacher SENCO R.E. Coordinator PSHE Coordinator	Medium term: Spring 2021	Head Teacher
To promote protective behaviours in terms of keeping safe within the school and social setting.	<ul style="list-style-type: none"> <li>▪ Embedded e-safety curriculum implemented and safeguarding leads implement any changes</li> <li>▪ E-safety lead and trained member of staff</li> <li>▪ Protective Behaviours embedded within school</li> <li>▪ PSHE curriculum to support SEMH needs within school</li> </ul>		Head Teacher DSL SENCO Teachers PSHE Coordinator	Short term: all staff aware of safeguarding procedure  Medium term: additional e-safety advise and updates	Head Teacher
To ensure clear communication with families and health providers to ensure support for needs for pupils with long term health conditions, including epilepsy, asthma and mobility issues is clear.	<ul style="list-style-type: none"> <li>▪ Liaise with health care providers over individual health care plans</li> <li>▪ Liaise with parents, including through questionnaires / meetings to ensure health needs are understood</li> </ul>	Time for SENCO to liaise with health care providers and families	Head Teacher  SENCO  Staff with First Aid / Mental Health First Aid responsibility.	Ongoing  Short term target	Head Teacher  SENCO  Monitored through: Staff and pupil views
To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities.	<ul style="list-style-type: none"> <li>▪ Provide guidance for staff on making trips and visits accessible to all.</li> <li>▪ Use of 'Evolve' to evaluate trips.</li> <li>▪ Use of personal Risk Assessments for visits as needed</li> <li>▪ Head and leaders of residential visits to plan for children who may have physical disabilities which would require specialist</li> </ul>	Pupil Premium and Sports Premium funding	SENCO  Residential and visits co-ordinator  P.E. co-ordinator	Ongoing  Short term target:  Medium and long term target: further development of the	Head Teacher

	<p>input for them to participate fully in all activities.</p> <ul style="list-style-type: none"> <li>▪ Staffing ratios to be adjusted accordingly.</li> <li>▪ All day trip visits to be planned so that all children can participate fully.</li> <li>▪ Participate in additional PE and disability sports.</li> <li>▪ Promote sports clubs to all pupils</li> <li>▪ Provide adult support and 1:1 as necessary - e.g. communication support worker, ELSA as needed.</li> <li>▪ An action plan for development of the use of the outdoor areas (achieved)</li> </ul>			outdoor areas and facilities	
To ensure a person-centred approach for SEND pupils and pupils with disabilities.	<ul style="list-style-type: none"> <li>▪ Co-production of all pupil passports with pupil and parents</li> <li>▪ SEND staff enabling pupil contribution to person centred review – holistic approach</li> <li>▪ Pupil views for PEP meetings</li> </ul>	Time to meet: Class teachers, SENCO and Head Teacher.	Head Teacher SENCO Class teachers.	September 2019 onwards  Short term target	Head Teacher  Monitored through: Pupil progress meetings and tracking of progress
To promote staff well-being across the school.	<ul style="list-style-type: none"> <li>▪ Additional support measures for staff working directly with SEMH pupils.</li> <li>▪ Promote resilience</li> <li>▪ Provide additional training as required</li> <li>▪ Good awareness of staff burnout in areas of SEMH</li> <li>▪ Look at any additional Staff training for mental health first aid in the workplace (by current mental health first aiders)</li> </ul>	Staff meeting allocation Research time for staff	SLT	September 2019 onwards Medium and long term- as part of accreditation for mental health	Head Teacher

## Access to the Physical Environment

**Aim 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.

Areas for Improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
<p>Ensuring a stimulating and appropriate environment with appropriate equipment which enables all pupils with a disability to be involved and develop their independence.</p>	<ul style="list-style-type: none"> <li>▪ Children who need special equipment or adaptations to existing provision will be identified.</li> <li>▪ Where necessary, specialist input will be sought and their advice will be acted upon.</li> <li>▪ The classroom layout will be adjusted to accommodate any adaptations if necessary.</li> <li>▪ Monitor use of additional toolkits:               <ul style="list-style-type: none"> <li>- Sensory boxes / bags</li> <li>- Visual timetables</li> <li>- Additional resources for learning difficulties (maths and literacy)</li> </ul> </li> <li>▪ Classroom checklists (Inclusive Provision Document of Strategies) for:               <ul style="list-style-type: none"> <li>- Autism</li> <li>- ADHD</li> <li>- SpLD: Dyslexia</li> <li>- SEMH</li> <li>- SLCN</li> </ul> </li> <li>▪ Explore communication and language provision:               <ul style="list-style-type: none"> <li>- Talk friendly</li> <li>- Signage</li> <li>- Displays</li> <li>- Areas e.g. reading areas access etc.</li> </ul> </li> </ul>	<p>Resources to improve environment as needed.</p>	<p>Head Teacher Curriculum Leaders</p>	<p>2020-21: for language provision development  Long term: outdoor learning environment role in this</p>	<p>Head Teacher  Monitored through:</p> <ul style="list-style-type: none"> <li>- focused learning walks</li> <li>- pupil views</li> </ul>
<p>Ensuring disabled and parents, and parents from the traveller community are not discriminated against and have every opportunity to be involved in school life.</p>	<ul style="list-style-type: none"> <li>▪ Include questions in the confidential pupil information questionnaire about parents' / carers' access needs</li> <li>▪ Offer parents verbal / visual resources if needed and where possible</li> <li>▪ Work with other local schools within the South Leicestershire Collaborative Partnership on developing approach as to how to involve families who are less able / likely to come into school.</li> </ul>	<p>Cost of adaptations / interpreters, etc.</p>	<p>Whole School Team</p>	<p>Ongoing Medium term: Disadvantaged project by July 2020</p>	<p>Head Teacher  Governors  Monitored through:</p> <ul style="list-style-type: none"> <li>- information returns audit</li> <li>- parent views</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Create an inclusive welcoming and safe environment where parents can approach school adults with their concerns or queries.</li> <li>▪ Non-judgemental and supportive approach relating to pupil attendance within the traveller community.</li> </ul>				
To ensure roads, driveways, paths around school are as safe as possible and there is clear access.	<ul style="list-style-type: none"> <li>▪ Communication with parents via text safety messages / letters / walk to school week / road and bicycle safety for Year 6.</li> </ul>	Funding for safety initiatives	Head Teacher Premises Officer Year 5/6 teachers	Ongoing	Head Teacher Health and safety monitoring

### Availability of Accessible Information

**Aim 3:** To improve the delivery of information to disabled pupils and parents.

Areas for Improvement	Actions to take	Resources	Responsibility	Timescales	Monitoring
An audit of signage and communication around the school.	<ul style="list-style-type: none"> <li>▪ Review displays</li> <li>▪ Look at how cued Makaton can be represented in school displays, etc.</li> </ul>	Funding for signs as needed	Head Teacher SENCO 1:1 TAs ELSA	July 2020  Medium term target	Head Teacher Governors
To provide alternative methods for accessing written information.	<ul style="list-style-type: none"> <li>▪ Provide written information in alternative formats as and when required</li> <li>▪ Ensure that information provided is in dyslexia and visual impairment friendly formats where possible.</li> <li>▪ Ensure that parents understand that when can ask for any information in alternative formats and the school to try to offer this where possible.</li> </ul>	Cost of resources  Administration costs	Head Teacher Teachers / TAs SENCO Office Manager	July 2020  Medium term target	Head Teacher SENCO Office Manager Governors
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>▪ Parents including at parent's evening, data snapshots, SEND drop-in sessions</li> <li>▪ Newsletters reviewed</li> <li>▪ Ensure all info is clear and jargon free</li> <li>▪ Audit of information on website and accessibility of information</li> <li>▪ SENCO - Raising awareness of font size and page layouts to support pupils with visual impairments or Visual Stress / Dyslexia</li> <li>▪ Review documentation on website to check accessibility for parents with English as an Additional Language: continue to promote services e.g. through leaflets, information, etc.</li> </ul>	Cost of resources	Head Teacher Teachers SENCO Office Manager	Spring / Summer 2020  Medium term target	Head Teacher SENCO Monitor through: - Parent views - Pupil views - EHCP process
To ensure children's additional needs records are clear and up to date and shared with all relevant staff.	<ul style="list-style-type: none"> <li>▪ List of children with additional needs / disorders</li> <li>▪ Each teacher / staff member aware of disabilities of children in their classes</li> <li>▪ Medical Care Plans kept up to date and shared with all staff (staffroom)</li> <li>▪ Photo and medical information kept up to date (SIMS)</li> </ul>	Administration time	Head Teacher Teachers SENCO Office Manager	Ongoing	Head Teacher SENCO Governors Monitoring through: - Staff interviews - pupil progress and performance management meetings

<p>To ensure the children's identification of SEND need on SIMS is accurate and up to date and shared with all relevant staff.</p>	<ul style="list-style-type: none"> <li>▪ List of children with additional needs / disorders shared with relevant staff</li> <li>▪ New starters added to SIMs with SENCO input using pupil's documentation from their SEND file to identify primary needs – shared with relevant staff.</li> <li>▪ School leavers removed from SIMs with SENCO input and office staff to forward SIMS CTF file and pupil's individual SEND file to new setting – relevant staff kept up to date of changes.</li> <li>▪ Formal documentation for parents to sign when a child is removed from the SEND register (Holistic approach with pupil, parents, class teacher, SENCO &amp; Outside agency (where relevant)).</li> </ul>	<p>Administration and staff meeting time</p>	<p>Head Teacher SENCO Office Manager</p>	<p>Ongoing</p>	<p>Head Teacher SENCO Governors</p>
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