Anstey First School

Accessibility Plan 2023 - 2025

This Plan is produced in accordance with the Equality Act Amendment Regulations 2012: Schedule 10. Paragraph 3 and Disability Discrimination Regulations.

Target 1 Increase the extent to which disabled pupils can participate in the school curriculum.

Agreed objective	Actions and interim milestones with dates	Person/s responsible	Success criteria	Sources of evidence, activities and outcomes	Objective achieved
1.Improve curriculum access for pupils with dyslexia, thereby increasing access for all pupils – none currently diagnosed (June 2023) but suspect possible. Retain for reference	Develop consistency across all classrooms making them visually dyslexia friendly by: 1.use colour coding e.g. resource trays, exercise books Literacy - yellow Numeracy - red Science - purple	Class teacher/ SENCO	Children and staff having equal accessibility to resources Thorley Hill SpLD base monitoring and reviewing accessibility (via ISL)	Pupils able to work more independently Pupils reading ages improve	Ongoing
	2. Continue to use dyslexia friendly signs around the classroom e.g. maths/symbols in all classrooms, match pictures to words on all signs/labels (already in place – monitor ongoing)	All staff	Thorley Hill SpLD base monitoring and reviewing accessibility. EY consultant feedback	Thorley Hill feedback	
	3. Identify and assess pupils above the age of 8 who might be experiencing visual stress. Class teacher to forward concerns to the SENCO. Pupils to be seen by visiting Optometrist. Provision of coloured overlays as necessary	KS2 teachers/ SENCO	Teachers reporting improved reading in terms of fluency and rate of reading	Thorley Hill/ EY consultant audit Classroom displays	
	4. Use of Dyslexia Gold for screening of children. Identify appropriate resources for children to utilize regularly to support needs	SENCO	Children's specific needs will be identified and (using specific tools in DG pack) they will receive individualized support	Children's literacy skills improve	Ongoing

2.Pupils with social skills difficulties are able to participate to a greater extent in school activities and display fewer behavioural difficulties	Further development of social skills work through PSHE, circle time sessions and 1:1 Drawing and Talking sessions Lunchtime chess club Particular attention to whole class social stories and whole school assemblies	Class teachers SENCO	Teachers reporting greater participation of pupils with social skills difficulties Fewer incidents of challenging behaviour	Tapestry assessment Individual pupil log if deemed necessary	Teachers continue to develop social skills work through PSHE.
	TA support in challenging group activities	TA			
Enable at risk/vulnerable/ SEND pupils to access all areas of the curriculum	Identify barriers to access for specific children Disseminate these barriers to all staff working with these children	SENCO and supporting TA(s) and peripatetic teachers	Reported progress in terms of reading ages and spelling ages.	Teachers records/observ ations	On –going
	Monitored and evaluated 1:1 programmes	Support TA/SENCO	Teachers report improved progress.	Teachers records/parent feedback	
	Appropriate small group targeted interventions (as prescribed by class teachers) delivered by TAs – ongoing supplemented by school-led tutoring for targeted pupils	Class teachers TA	Pupil feedback on IEPs indicates whether they find it easier to access the curriculum. Mirrored by observations of supporting agencies and parents	IEP/EHCP	Achieved and on-going
	Continued advice sought from appropriate agencies. Incorporating advice into IEP/EHCP	SENCO	Pupil progress meetings		
Increase use of ICT and alternative methods of recording for SEND pupils to enhance access to the curriculum	Use appropriate software (eg Clicker 5, iPad, etc) Make use of recommended websites (eg IKON mind mapping).	SENCO Class teachers	SEND Pupils are using alternative methods of recording information e.g. use of laptops	Pupil's work	On-going

<u>Target 2</u> – Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Agreed objective	Actions and interim milestones with dates	Person(s) responsible	Success criteria	Sources of evidence, activities and outcomes	Objective achieved
Ensure access for disabled pupils and adults – none currently but consideration given for possibility	Upstairs of school house excepted, whole school has been monitored for accessibility. Should a pupil with mobility needs join the school thought has been given to how we could adapt the toilets – currently accessible with adult assistance or use the new Foundation toilet with wider access doors	All staff	There will be no reports of any of the school community not being able to/having difficulty in accessing any areas	Reports to governors	

<u>Target 3</u> – Make improvements in the provision of information for disabled pupils

Agreed objective	Actions and interim milestones with dates	Person/s responsible	Success criteria	Sources of evidence, activities and outcomes	Objective achieved
Ensure all school information is delivered in a range of formats to make it	1. In liaison with agencies and school community SENCO to identify possible barriers to receiving information.	SENCO	There will be no reports of any of the school community not having received information	FPP minutes and reports to governors	Achieved and Ongoing
easily accessible to all the school community	2. Parent questionnaire to include parent survey on communication with the school3. Check that all the following systems of	Head/Govs	because it was not in a format accessible to them		
	communication are being used plus any others identified: Staff noticeboard, Parent emails, parent notice board, school website, FB, phone calls, Parent View forum meetings and personal interaction	SENCO/SBM			