



Newdigate C of E (Endowed) Infant School

Accessibility Action Plan

Agreed by staff:	December 2018
Agreed by Governors:	December 2018
Review Date:	Annually review. Re-write December 2020



In God's hands we learn and grow

Newdigate Infant school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.



Newdigate CofE Infant School Accessibility Action Plan 2018/19/20

(Short term targets in blue, medium in green and long in orange)

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for September 2018/19/20	To identify pupils who may need Additional or different provision	September 2018/19/20	HT/SENCo EYFS teacher	Any necessary procedures/equipment Put in place by September 2018/19/20 ready for inclusion.
To regularly review all statutory Policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT Governors	All policies clearly reflect inclusive practice and procedure
To maintain close liaison with parents/carers	To ensure close collaboration and sharing between school and families	Ongoing	HT All teachers	Clear, collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs e.g. children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel. Arrange yearly training with school nurse for anaphylaxis/asthma training.	Ongoing	HT TA's Outside agencies (School Nurse)	Clear, collaborative working approach
To ensure full access to the curriculum for all	Employment of specialist advisory Teachers, CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels or relevant assessment systems to assist in developing learning 	Ongoing	Teachers SENCO Ed Psych	Advice taken and strategies evident in classroom practice SEN children supported and accessing curriculum.

	<p>opportunities for children and also in assessing progress in different subjects</p> <ul style="list-style-type: none"> • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Interactive ICT equipment • Specific equipment sourced from occupational therapy • Regular lunchtime club being used to support lunchtime for vulnerable/SEND children • 2 x yearly parent 'Inclusion Coffee Mornings' held (SENCo, ELSA, HSLW); 			
Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEN pupils	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents/carers</p> <p>SEND analysis updated termly</p>	Termly	Class teachers SENCO	<p>Progress made towards IEP targets</p> <p>Provision mapping shows clear steps and progress made</p>
To monitor attainment of Able, G&T pupils	Included in standard tracking,	Ongoing	<p>Able G&T co-ordinator</p> <p>Class teachers</p>	Able G&T children making proportionate progress.

<p>To promote the involvement of disabled pupils in classroom activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (if necessary and where appropriate)</p> <ul style="list-style-type: none"> • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Speech and language support training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school 	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms</p> <p>Ensuring that the needs of all disabled pupils, parents/carers and staff are represented within the school</p>
<p>Targets</p>	<p>Strategies</p>	<p>Timescale</p>	<p>Responsibilities</p>	<p>Success Criteria</p>
<p>To evaluate and review the above short and long term targets annually</p>	<p>See above</p>	<p>Annually</p>	<p>SLT, Core curriculum co-ordinators Governors</p>	<p>All children making good progress</p>
<p>To deliver findings to the Governing Body</p>	<p>Curriculum Committee meetings Resources Committee meetings</p>	<p>Annually Termly SEN Governor/SENCO meetings</p>	<p>SENCO SEN Governor</p>	<p>Governors fully informed about SEN provision and progress</p>

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.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities.	Ongoing	Leadership team Governors	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved	<ul style="list-style-type: none"> Where necessary create access plans for individual disabled children as part of ILP process Undertake confidential survey of staff and Governors to ascertain access needs and make sure they are met in the school environment and meetings etc. 	With immediate effect, to be reviewed annually	Teaching and non-teaching staff	Enabling needs to be met where possible.

	<ul style="list-style-type: none"> • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met as far as possible given the physical limitations of the school building. 			
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed.	Ongoing	HT Teaching staff	
Ensuring disabled parents/carers have every opportunity to be involved	<ul style="list-style-type: none"> • Communicate with parents with hearing problems via text or email, arrange for RNID interpreters for face to face meetings • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of 	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to be as involved in their child's education.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
	disabled parents.			
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve Community links	School to continue to have strong links with the church and village, with the Dorking Schools Partnership and the wider community.	Ongoing	HT Governors	Improved awareness of disabilities in our immediate community and in the wider world. Improved community cohesion
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playground and outdoor learning areas	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child- friendly play areas
To maintain accreditation of Healthy School award	Continue to work towards Healthy School targets. Submit yearly review form.	2018/19/20	Whole school approach	Achievement of award

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

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve access to written information for pupils, parents/carers and visitors	<ul style="list-style-type: none"> Investigate symbol software to support learners with reading difficulties. Raise awareness that font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Audit signage around the school to ensure that it is 			

	accessible to all.			

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records that are shared with parents ensuring school's awareness of any disabilities highlighted and adjustments included.	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher • End of year class teacher meetings • Annual reviews • ILP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems brought to the notice of each member of staff and info kept in separate file in staffroom/HT's office. 	Annually	Class teachers Outside agencies	Each teacher/staff member aware of disabilities of children in their class.
Targets	Strategies	Timescale	Responsibilities	Success Criteria
In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	Office staff	Effective communication of information about disabilities throughout school.