

HIGHLY EFFECTIVE 7	EFFECTIVE + 6	EFFECTIVE 5	LARGELY EFFECTIVE 4	INCONSISTENTLY EFFECTIVE 3	IMPROVING EFFECTIVENESS 2	LARGELY INEFFECTIVE 1
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GREAT HOLLANDS PRIMARY SCHOOL - ACCESSIBILITY PLAN

AREA	ACCESSIBILITY PLAN	DATE RANGE	2019-2020	LEADER	N.WATSON
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OBJECTIVE <i>What are we trying to achieve?</i>	Access and opportunities for ALL pupils provided without discrimination.		OVERALL SUCCESS CRITERIA <i>How will we know if we have reached the objective?</i>	All pupils have accessed the curriculum and opportunities provided without discrimination.	
SPECIFIC ACTIONS <i>What will be the specific actions taken to achieve the objective?</i>	SUCCESS CRITERIA FOR ACTIONS <i>How will we know if the actions have been successful?</i>	TIMEFRAME AND OWNER <i>When will the actions be completed and by whom?</i>	COSTS <i>What are the financial / resource implications?</i>	MONITORING <i>How will improvements be monitored?</i>	IMPACT REVIEW <i>What is the measured impact and where is the evidence?</i>
Pupils with a disability are able to access the curriculum.	<p>Lessons show clear intent and adaptations are made where needed for pupils to access the curriculum.</p> <p>Resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for all pupils including those with additional needs.</p> <p>Whole school training relating to pupils with disabilities or other additional needs.</p>	<p>Ongoing</p> <p>Inclusion Manager/ class teachers</p>	<p>Purchase of resources e.g. coloured overlays, concrete apparatus, sloping desks, laptops etc</p> <p>Working with professionals e.g. sensory consortium.</p> <p>Termly progress Meetings</p>	<p>Inclusion Manager</p> <p>Phase leaders</p> <p>Headteacher</p> <p>Governors</p>	

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7	6	5	4	3	2	1

Physical assess improved and maintained.	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets <p>Audit to be carried out by Site Manager and plan put in place to address any concerns.</p> <p>Issues will be addressed as they arise.</p>	<p>Ongoing</p> <p>Inclusion Manager</p> <p>Site Manager</p> <p>Audit to be completed by April 2020</p>	<p>Time for audit to be carried out by Site Manager and plan put in place to address any concerns.</p>	<p>Inclusion Manager</p> <p>Site Manager</p> <p>Headteacher</p> <p>Governors</p>	
Classrooms and curriculum plans promote the participation and independence of all pupils.	<p>Enhanced pastoral support for specific pupils</p> <p>Clear adaptations are made for pupils to access the lessons.</p> <p>Identified children increase rates of engagement with lessons.</p>	<p>Ongoing</p> <p>Class teacher</p> <p>Inclusion Manager</p>	<p>Purchase books that explore disability issues.</p> <p>Use of ICT: laptops with Clicker 6 and visual aids to improve access to educational resources for pupils.</p>	<p>Inclusion Manager</p> <p>Phase Leaders</p> <p>Headteacher</p>	
Ensure out of school centres and other facilities have appropriate facilities and equipment for pupils with disabilities	<p>All children have opportunity to participate in out of school visits/activities</p>	<p>JR</p> <p>Class teachers</p> <p>Phase Leaders</p>	<p>Time to visit out of school centres have the appropriate equipment for Rick Assessment.</p>	<p>Inclusion Manager</p> <p>Headteacher</p> <p>Governors</p>	

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Ensure children with disabilities take a full part in sports days and school productions.	All children have opportunity to participate in out of school visits/activities.	Class Teacher PE Lead Inclusion Manager		Inclusion Manager Headteacher Governors	
Progressive planned improvements to the physical environment of the school to improve accessibility.	Ensure there is wheelchair access throughout building. Classroom environment clearly labelled and organised. Signage clear	Inclusion Manager Site Manager	Purchase of required equipment e.g. signage	Inclusion Manager Site Manager Headteacher Governors	
Improve the delivery to disabled pupils and parents of information which is provided in writing.	Pupils and parents able to access information in different formats	School Office Class Teacher Inclusion Manager		Inclusion Manager Headteacher Governors	
Difference is respected and valued and diversity is celebrated: there is a shared sense of cohesion and belonging.	PSHE curriculum includes activities that promote equalities awareness. Curriculum review to ensure high quality delivery and impact The website, displays and other promotional materials include a full range of images and content reflecting all key groups.	PSHE Lead Inclusion Manager KW	Staff meeting time and training for staff on new Jigsaw programme.	Inclusion Manager Headteacher Governors	



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<p>Discrimination, harassment and victimisation on the grounds of protected characteristics will be eliminated.</p>	<p>Rates of bullying and discrimination, harassment and victimisation based on protected characteristics do not happen.</p> <p>PSHE curriculum and the Jigsaw programme ensures that all year groups receive Equalities education and that there is progression from Year R to 6.</p>	<p>PSHE Lead</p> <p>Inclusion Manager</p> <p>Headteacher</p>	<p>Staff meeting time and training for staff on new Jigsaw programme.</p> <p>Prizes for bullying competition.</p>	<p>Inclusion Manager</p> <p>Headteacher</p> <p>Governors</p>	
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