

RAVENS CROFT COMMUNITY PRIMARY SCHOOL
ACCESS POLICY – 2018-20

<u>PHILOSOPHY</u>	<u>PRINCIPLES</u>	<u>PROCEDURES</u>	<u>PERFORMANCE</u>
<p>We believe that:</p> <p>1. All pupils should have full access to a broad, balanced, relevant and differentiated curriculum including the National Curriculum.</p>	<p>We will ensure:</p> <ul style="list-style-type: none"> ◆ That NC Programmes of Study, National Frameworks and Strategies are adapted, where required to allow all pupils to have access to the curriculum. 	<p>In detail, we will:</p> <ul style="list-style-type: none"> ◆ Ensure that all lessons/lesson plans are differentiated sufficiently to allow for full access by all pupils.. 	<p>We will:</p> <ul style="list-style-type: none"> ◆ Evaluate our lessons and identify the targets and steps to be taken to allow access to the curriculum for all pupils.
<p>2. The physical environment of the school should allow for accessibility for all.</p>	<ul style="list-style-type: none"> ◆ Physical, visual or hearing impairments are not barriers to pupils, staff or visitors within Ravenscroft Community Primary School. ◆ Health and safety issues fully take into account the needs of pupils, staff and visitors with impairments. ◆ The facilities of the school meet, or are adaptable enough, to meet the needs of all pupils, staff and visitors with impairments. 	<ul style="list-style-type: none"> ◆ Carry out regular access audit of the school premises which will identify barriers to access to pupils, staff and visitors with impairments. ◆ Include within health and safety/ safeguarding meetings an agenda item that focuses on access issues. ◆ Within the School Development Planning process, identify issues of accessibility for pupils, staff and visitors with an impairment. 	<ul style="list-style-type: none"> ◆ Produce outcome targets that will outline the steps to be taken to improve access to the physical environment of the school for all pupils, staff and visitors.

<u>PHILOSOPHY</u>	<u>PRINCIPLES</u>	<u>PROCEDURES</u>	<u>PERFORMANCE</u>
<p>We believe that:</p> <p>3. Clear communication – both written and spoken, is vital if the needs of pupils and visitors whose first language is not English or who have a reading or visual impairment, are to be fully met</p>	<p>We will:</p> <ul style="list-style-type: none"> ◆ Make every effort to ensure that communications within and between school and home are accessible to all. 	<p>In detail, we will:</p> <ul style="list-style-type: none"> ◆ Seek the advice of the visual impaired services in adapting communications within school and between home and school. ◆ Use other formats for communication, e.g. audio's with those parents who may have a reading difficulty. ◆ Liaise with interpretation services where parents/pupils whose first language is not English, require their assistance. 	<p>We will:</p> <ul style="list-style-type: none"> ◆ produce outcome targets that will outline the steps to be taken to improve communications between pupils and parents.

APPENDICES

APPENDIX 1 IDENTIFYING BARRIERS TO ACCESS (AUDIT)

<u>QUESTION/ISSUES</u>	<u>YES/ NO</u>	<u>COMPLET ED</u>	<u>IN PROGRES S</u>	<u>NOT YET ADDRES SED</u>	<u>SOURCE</u>
1. Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes				School visits Policy
2. Are there preparation for entry into school? Admissions.	Yes				Admissions Policy
3. Are pupils given necessary support to ensure they are able to achieve	Yes				SEND Policy
4. Is there a homework policy in place?	Yes				Homework Policy
5. School discipline/behaviour procedures	Yes				Behaviour Policy
6. Exclusion procedures.	Yes				Behaviour Policy
7. School clubs and activities open to all.	Yes				After school activities Policy
8. School trips open to all	Yes				School visits Policy
9. The school's arrangements for working with other agencies.	Yes				Policy/website
1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes				CPD training records
2. Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading?	Yes				Observation

3. Do staff recognise and allow for the additional time required by some pupils with additional needs to use equipment in practical work?	Yes				Observation
4. Are there high expectations of all pupils?	Yes				Monitoring/observation
5. Do staff seek to remove all barriers to learning and participation?	Yes				Monitoring/observation
6. Access to the curriculum.	Yes				Monitoring/Observation
7. School policies, e.g. anti-bullying, SEN policies, health and safety.	Yes				Policy

IDENTIFYING BARRIERS TO ACCESS (AUDIT)

<u>QUESTION/ISSUES</u>	<u>Yes/No</u>	<u>COMPLETE</u>	<u>IN PROGRESS</u>	<u>NOT YET ADDRESSED</u>	<u>SOURCE</u>
1. Do all external entrances to the buildings allowing wheelchair access?	Yes				H&S Audit
2. Are all playgrounds accessible to wheelchairs?	Yes				H&S Audit
3. Are all classrooms accessible to wheelchairs?	Yes				H&S Audit
4. The movement of children inside the buildings. All areas accessible.	Yes				H&S Audit
5. The movement of children outside and around the buildings.	Yes				H&S Audit
6. School Meals provision - access to tables/chairs.	Yes				H&S Audit
7. Collective worship - access to assembly hall.	Yes				H&S Audit
8. P.E. equipment. – access	Yes				H&S Audit

9. Toilets – access, also access for parents to use changing facilities and disabled toilet off the hall.	Yes				H&S Audit
<u>QUESTION/ISSUES</u>	<u>Yes/No</u>	<u>COMPLETE</u> <u>D</u>	<u>IN</u> <u>PROGRES</u> <u>S</u>	<u>NOT YET</u> <u>ADDRESSE</u> <u>D</u>	<u>SOURCE</u>
1. Do lessons provide opportunities for all pupils to achieve?	Yes				T&L observation
2. Are lessons responsive to pupil diversity?	Yes				T&L observation
3. Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes				T&L observation
4. Are all pupils encouraged to take part in music, drama and physical activities?	Yes				Eq. Opp Policy
5. Do staff provide alternative ways of giving access to experience	Yes				Observation

6. Do you provide access to computer technology appropriate for students with disabilities?	Yes				Observation SEN
7. Does the teaching and learning policy and practice consider access?	Yes				T&L Policy
8. Does classroom organisation consider curriculum access?	Yes				Observation
9. Does lesson timetabling consider access where appropriate	Yes				Observation
10. Assessment and examination arrangements.	Yes				Observation/SATs procedure
11. Preparation of pupils for the next phase of education.	Yes				Transition Procedures SEND
<u>QUESTION/ISSUES</u>	<u>Yes/No</u>	<u>COMPLETE</u>	<u>IN PROGRESS</u>	<u>NOT YET ADDRESSED</u>	<u>SOURCE</u>
1. Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information when needed?	Yes				Communications policy
2. Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, ITPs and describing diagrams?	Yes				Observation/ website
3. Do you have the facilities such as ICT to produce written information in different formats?	Yes				Communications policy
4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes				Observation
5. Do School announcements consider access to all?	Yes				Website, Letters
6. Are the school's arrangements for all external signs for visitor adequate in terms of accessibility?	Partially				H+S audit

7. Are the school's arrangements for all internal signs for visitors adequate in terms of accessibility?	Yes				H+S audit
8. Are the school's alarms accessible to all?	Yes				H+S audit

APPENDIX 2

AIM: TO IMPROVE THE ACCESS TO SCHOOL FOR ALL PUPILS, STAFF AND VISITORS

Lead Person(s)/Team: The Senior Leadership Team, Site Manager and Inclusion Co-ordinator

▪ ACCESS ACTION PLAN

<u>AUDIT INFORMATION</u>	<u>OBJECTIVES</u>
<u>Physical Access:</u>	No physical access objectives or actions needed at present all physical objectives being currently met/ monitor
<u>Curriculum Access:</u>	<ul style="list-style-type: none">▪ Ensure lesson planning in Literacy and Numeracy addresses the issue of inclusion. (ONGOING)▪ Effective use of PPP.s during lessons (ONGOING)▪ Raise staff awareness when addressing inclusion issues in the other curriculum subjects, providing a inclusive classroom environment. (ONGOING)▪ To provide IT equipment for children with SEN to access the curriculum eg spell checkers, laptop, Ipads. (ACHIEVED)▪ Monitor classroom and lesson organisation for access issues during lesson observations. (ONGOING)
<u>Information Access:</u>	<ul style="list-style-type: none">▪ Investigate and develop information access arrangements, including internal and external signage, newsletters, prospectus, and the school notices. (ACHIEVED)▪ Improve the range of media and arrangements for communicating with parents. (ACHIEVED)▪ Raise the awareness amongst staff of the alternative technology and practices developed to assist people with disabilities. (ONGOING)

APPENDIX 3

▪ **ACCESS ACTION PLAN - ANNUAL OBJECTIVES -**

PHYSICAL ACCESS:

<u>OBJECTIVE</u>	<u>TIMESCALE</u>	<u>ACTION TO BE TAKEN</u>	<u>OUTCOME/ EVIDENCE</u>	<u>PERSONNEL INVOLVED</u>	<u>RESOURC ES/COST</u>

CURRICULUM ACCESS:

<u>OBJECTIVE</u>	<u>TIMESCALE</u>	<u>ACTION TO BE TAKEN</u>	<u>OUTCOME/EVIDENCE</u>	<u>PERSONNEL INVOLVED</u>	<u>RESOURCES/COST</u>
1. To use IT to enable all pupils to fully access the curriculum.	<ul style="list-style-type: none"> ◆ Ongoing . ◆ Build into annual subject leads action plans. 	<ul style="list-style-type: none"> ◆ Continue to monitor curriculum delivery – lessons, lesson plans and classrooms. ◆ (ON GOING) ◆ Plan appropriate training where required e.g. in differentiation, multi-sensory, motor etc. (ON GOING) ◆ Monitor the use and requirement of IT equipment eg spell checkers, laptop, Ipads (ON GOING) 	<ul style="list-style-type: none"> ◆ All pupils are given the opportunity to participate in the full curriculum offered by the school, including the wider/extra curriculum. ◆ Staff are fully able to meet the requirements of pupils needs using IT to effectively access the full curriculum. 	<ul style="list-style-type: none"> ◆ Head ◆ SLT ◆ SENCOs ◆ Curriculum Leads ◆ Class teachers ◆ All staff ◆ Governors 	
2. To enable all children to access creative curriculum, link to vulnerable children	On going	To annually budget according to pupils specific needs. (ON GOING)	All Pupils accessing curriculum, through class evaluations, assessments and trip letters etc		See appendix SEND funding
3. To ensure all classrooms have the appropriate climates for learning suitable to their age range and need.	On going	Head Teacher to lead staff meeting on classroom environment and agree a set of non negotiable for classroom environment and behaviour. (ON GOING)	All classes to demonstrate an appropriate climate for learning matched to their pupils needs		Display resources, laminating pouches etc to come from phase budgets. TA's

INFORMATION ACCESS:

<u>OBJECTIVE</u>	<u>TIMESCALE</u>	<u>ACTION TO BE TAKEN</u>	<u>OUTCOME/EVIDENCE</u>	<u>PERSONNEL INVOLVED</u>	<u>RESOURCES/COST</u>
3. To examine how to make written communication and signage more accessible for parents through the use of alternative formats, medias and/or translations.	◆ Ongoing	◆ Liaise with the appropriate LA services (Hearing and Visual Impaired Services) and interpretation agencies, in providing written material for parents in alternative media formats	◆ Written communications to parents offered in different formats and languages (where required.)	◆ Head Teacher ◆ Inclusion Lead. ◆ Hearing and Visual Impaired Service ◆ Interpretation Services. ◆ Governors	