

# Spring Vale Primary School



## Accessibility Plan

This statement was approved: July 2020

This statement will be reviewed: July 2022

Governor Committee Responsibility: Curriculum

Spring Vale Primary School has recently undergone a new build in 2018, which was designed to meet all DDA requirements and provides an inclusive learning environment for all children. This plan will cover the period 2020-2022.

### Increased access to the curriculum for all pupils

Targets	Strategies	When and by who?	Success Criteria
To ensure that lessons provide opportunities for all pupils to achieve.	Lessons address a variety of learning styles and are differentiated appropriately.	Sept 2020 onwards— all teaching staff.	Monitoring and Evaluation procedures show that all children are engaged and able to access the curriculum; evidence of children working in a variety of ways.
	Children work in a range of ways: individually, in pairs, small groups and whole class.	Ongoing—All teaching staff.	
	ICT is used to support children with specific learning difficulties.	Devolved Capital to be used for additional hardware/software— E-Learning leader.	
	Specialist equipment is used to support children with specific physical needs.	SENCo as and when appropriate (review / TAC meeting).	E-Learning Subject Leader and SENCo to monitor usage. SENCo to monitor; SEN termly reviews.  Staff are upskilled and children with additional needs

	<p>Training for staff to support children with additional needs.</p> <p>Additional time/modified test papers is requested for appropriate children in Y6 SATs.</p>	<p>Ongoing identified by SENCo.</p> <p>Spring term—CB/KM/LMT.</p>	<p>supported with their learning, making progress.</p> <p>All children achieve projected targets and make expected progress.</p>
<p>School Behaviour &amp; SEND policies ensure that the needs of all pupils are met to the best of the school's ability.</p>	<p>Continued development of a range of inclusion strategies involving multi-agencies approaches.</p> <p>Related policies and procedures are reviewed on a regular basis.</p> <p>SENCo regularly reviews policies and procedures, liaising with SEND Link Governor, Leading Pastoral Support Worker and LA Supporting Inclusion team.</p>	<p>Ongoing: nurturing group, Leading Pastoral Support Worker, Counselling, Speech and Language, LA Specialist teacher, Ed Psych in place.</p> <p>Autumn term—LMT.</p> <p>SENCo s meet fortnightly. SENCos liaise with SEND Link Governor, LA SEN Specialist Teacher and Leading Pastoral Support Worker each term.</p>	<p>Wide range of strategies and support implemented for all children facing inclusion difficulties.</p> <p>Policies and procedures are reviewed and updated Clear channels of communication are in place.</p> <p>Effective systems are implemented for identified children. Interventions reviewed and impact analysed.</p>
<p>To ensure that all children take part in</p>	<p>PE &amp; Sports Leader to ensure that all PE and Sports are inclusive</p>	<p>PE &amp; Sports Subject Leader undertakes monitoring regularly throughout the year.</p>	<p>All children participate in PE &amp; Sports lessons</p>

<p>physical activities</p>	<p>PE &amp; Sports Leader identifies appropriate CPD via the Wton Sports Partnership regarding Inclusive PE.</p> <p>PE &amp; Sports Action Plan (which includes Sports Premium Funding &amp; Actions) completed and monitored.</p> <p>Spare PE and swimming kit/towels kept in school to enable all children participate. Cost of swimming is also subsidised by school.</p>	<p>As and when appropriate</p> <p>Subject team meetings (1 x per term) to review action plan.</p> <p>Finance officer to monitor income Year group staff monitor swimming attendance</p>	<p>Staff are upskilled regarding Inclusive PE</p> <p>Actions identified are completed. Sports Premium information and overview completed, shared with Governors and published on school website</p> <p>All children from Y4 to Y6 participate in swimming lessons throughout the year (rolling programme in place). All children will learn to swim and learn water safety.</p>
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Improvements in the provision of information for parents/carers of pupils with additional needs

Targets	Strategies	When and by who?	Success Criteria
<p>To provide information that is accessible and easily understood by all.</p>	<p>School information is written in easily understood language</p> <p>School staff will support and help parents to access information and complete forms as and where appropriate, arranging for translation where possible.</p>	<p>Ongoing – LMT.</p> <p>SENCOs to organise and run termly workshops for parents of SEND children.</p> <p>School to signpost parents/carers to Wolverhampton Information, Advice &amp; Support Service</p>	<p>All parents and carers are able to access school information. This will be monitored by HT via Parents/carers groups feedback &amp; website usage.</p> <p>Open door policy: parents/carers to be fully aware that they can approach school for support and help. Parents/carers are kept fully informed. Feedback from end of year evaluations.</p>
<p>To provide information that is accessible and easily understood by all.</p>	<p>Maintain school notice boards.</p> <p>Maintain and further develop the school website which meets accessibility requirements.</p> <p>Review signage around school</p>	<p>Text messaging service.</p> <p>School website information is regularly updated</p> <p>Devolved Capital to be used to ensure clear signs / pathways around site</p>	<p>Parents/carers are kept fully informed</p> <p>Website is accessible to all users.</p> <p>School site is clearly signposted, parents/carers are aware of locations.</p>