

Potley Hill Primary School Accessibility Plan 2020 – 2023 Review

Target	Tasks	Review
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> • Continue to review accessibility of IT for pupils with different disabilities (SENCo) • Involve pupils in review of hard & software. • Prioritise new hardware & software to purchase. 	<ul style="list-style-type: none"> - Pupils have access to a range of IT equipment including tablets and laptops. - If required, pupils on the SEND register with specific needs can type in lessons.
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> • Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. • Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. • Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus to match highest % within school. • Seek issues and feedback from pupil conferencing with SEND pupils. • Review of phonics programme and support of lowest 20% readers to ensure fuller access to rest of curriculum 	<ul style="list-style-type: none"> - Pupil conferencing takes place with pupils both in terms of ICT and SEND needs. - Primary Behaviour Service and Henry Tyndale have been involved in the organisation of classrooms with pupils requiring additional support - Strategy reviewed termly for the lowest 20% of readers. - Little Wandle Phonics implemented in September 2021
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> • Continue to analyse impact of Behaviour & Anti-Bullying Policy, Educational Visits, Homework, PSHE in relation to pupils with disabilities. Involve School Council in all reviews. • Consult pupils and staff on any proposed changes. • Introduce new policies 	<ul style="list-style-type: none"> - Pupils, parents and staff consulted on the implementation of 6 School Values for September 2022 - Policies updated in line with review schedule
<p>Premises</p> <p>Increase site access to meet</p>	<ul style="list-style-type: none"> • Ensure new outdoor learning areas are accessible for all children • Increase size of KS2 classrooms to enable more conducive working environment for pupils 	<ul style="list-style-type: none"> - Where possible and appropriate Key Stage 2 classrooms have been updated to allow easier access and more space - Display Policy has been amended to ensure

<p>diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> • Ensure whole school more ASC friendly in terms of the environment by reducing colour palette and using more natural materials/avoiding too many displays 	<p>the school is more ASC friendly</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> • Continue to embed 'jigsaw' PSHE scheme • Involve local disability groups in assemblies and visits to school • Regular items for newsletter highlighting achievements of pupils with disabilities • Participation in Accessible sports through cluster • SMSC review 	<ul style="list-style-type: none"> - Jigsaw PSHE scheme in use across the school - SMSC review completed annually - Accessible sports through the cluster are accessed, including day at Aldershot Sports Field for targeted pupils
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> • Large print and audio formats etc as required. • Monitor uptake of documents in alternative formats • Review accessibility of newsletter and letters for parents on annual basis • Homework information available as information sheets in alternative formats as appropriate. <ul style="list-style-type: none"> ▪ Ensure large print and braille formats of SATs available to appropriate pupils 	<ul style="list-style-type: none"> - A limited number of large print formats/audio files are being requested due to the majority of documentation now available on the school website
<p>New Starters</p>	<p>Ensure school is prepared for the new intake of pupils each year and their disabilities, if any.</p> <p>EY Teachers, along with SENCo, to participate in any transition meetings with feeder nurseries and pre-schools regarding children with known disabilities.</p> <p>Suitable support and resources to be put into place to support start in September.</p> <p>SENCo to liaise fully with parents and agencies of any in-year intakes, as above.</p>	<ul style="list-style-type: none"> - Where appropriate, Reception class teacher and SENCO have attended transition meetings - Close relationships built with early years settings - Meetings regarding pupils with additional needs take place before transition takes place - Support from external professionals is requested if deemed necessary