

Greenslade Primary School Accessibility Plan 2012 -2015

Improving the Delivery of Written Information

Priority	Lead people	Strategy/Action	Resources	Time	Success criteria
Availability of information for parents	HT, DH, Senco	Improve availability of information for parents –display appropriate information for parents - in the playground, to collect from the office, in newsletters, on the school website etc.	Leaflets, newsletters, school brochures	In place and ongoing	Information available to disabled pupils/parents as appropriate Take-up of information leaflets by parents.
Availability of written materials in different formats	HT DH Senco	The school will make itself aware of the services available through the LA for converting written information into alternative formats	Leaflets, newsletters, school brochures etc. in different formats	Autumn 2015	The school will be able to provide written information in different formats when required for individual purposes
To provide information for pupils with a visual impairment or dyslexia in a form that is most accessible for them	HT Senco CT TA	Enlarge print Apply for modified SATS papers Provide VI pupils with ipads linked to the interactive whiteboard, enlarged icons on the computer, colour contrasted keyboards and print on screen	Ipads Colour contrasted keyboards Adaptations to computer screens	In place and ongoing	Increased access to information for children with VI/dyslexia
Training for teachers on effective communication with parents	‘Achievement for All’ consultant	Staff training and meetings with parents of SEN arranged	Staff meeting time	September 2013/2014	Parents/pupils more involved in setting and reviewing outcomes. Teaching staff more aware of parents aspirations for their child and children’s views on the support they receive.

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<u>Improving the Curriculum Access</u>					
Priority	Lead People	Strategy/Actions	Resources	Time	Success criteria
Training for staff on increasing access to the curriculum for children with SEND	SENCO SALT ASD Outreach team ADHD Outreach team Visual Impairment Team Educational Psychologist	INSET and external training to meet the needs of the children with SEND in our school Examples include:- 'How to support children with ASD in the classroom and in the playground' 'How to support children with medical conditions' 'How to adapt the language we use in the classroom to support children with Speech, Language and Communication needs' Training on the 'whole word' approach to learning to read 'Adult- Child Interaction' training Supporting children with visual impairment and Pre-braille training Strategies to support children with ADHD 'Drawing and Talking' training Writing 'Social Stories' training Undertake an audit of staff training requirements regularly to reflect the current needs of the pupils in our school	Training time	In place an ongoing	Increased understanding of children's needs Increased access to the curriculum for children with SEND Needs of all learners met

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Priority	Lead People	Strategy/Actions	Resources	Time	Success Criteria
Appropriate use of specialist equipment/resources to benefit children with SEND	SENCo DH	Specific Touch Typing programmes Laptops loaded with specific programmes, such as 'Wordshark', 'Numbershark' and 'Dynamo Maths' Enlarged texts on ipads and laptops for children with VI, through 'Load to Learn' programme Range of APPs on ipads to support children to learn phonics, develop social skills etc. 'Clicker 6' programme to support writing development 'Switch it Maker' to make a range of personalised books and videos Coloured overlays for children with dyslexia or visual difficulties Pre-braille resources for children with visual impairment Speciality shaped pens/pencils and pen grips for children with fine motor difficulties	Specialist equipment/resources as listed	In place and ongoing	Increased access to the curriculum for children with a range of Special Educational Needs or Disabilities
All extra-curricular activities and clubs are planned to ensure the participation of all pupils	HT SENCo	Review all out of school provision to ensure that activities are conducted in an inclusive environment with providers that comply with all current legislative requirements		Autumn 2015	Increased access to all school activities for all pupils with SEND

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Improving the Physical Access					
Priority	Lead People	Strategy/Actions	Resources	Time	Success Criteria
Improvements to help the visually impaired	Premises manager (PM) HD	External playground equipment, furniture, tyres, wooden posts etc. highlighted in yellow paint Contrasting non-slip grip fitted to all stairs Signs to be placed at child's eye level		Complete and ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Provision of wheelchair accessible toilets in the main school and the Nursery building	PM HT	Maintain wheelchair accessible toilets	Built into maintenance budget	Complete	Physical accessibility of school increased.
Provision of changing facilities in the main school and the Nursery	PM HT	Maintain current arrangements for changing children as required	Built into maintenance budget	In place and ongoing	Changing facilities available in school
Access into school and reception area to be fully compliant	PM HT	Maintain entrance and exit systems, and clearly marked ramps and signs to the reception area			Entrance and exit to school and office is wheelchair accessible
Improve the quality of provision at lunchtime for children with specific special needs	Parents SENco HT	Provide a quiet area at lunchtimes where children who are effected by over stimulation can receive supervision appropriate to their needs.		By September 2015	The school experience enhanced for children with specific special needs
Maintain safe access around the external areas of the school	PM HT	Ensure that pathways are kept clear of vegetation.		In place and ongoing	All children able to move unhindered and safely along exterior pathways